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ABSTRACT

Following an introduction and a definition of career education, Pennsylvania's state plan for career education is presented in six chapters. Pennsylvania's need for career education is presented in chapter I, which also includes a career education status survey and a summary of needs. Chapter II lists the state's career education accomplishments since 1970. Chapter III presents career education's mission, goals, and strategies with information on student learner outcomes and program strategies. (Not included in the table of contents but also found in chapter III are outlines of Pennsylvania's long-range and short-range state education plans.) Career education and its relationship to the following areas are examined in chapter IV: educational quality assessment; competencies people need to be successful in adult living; occupational education task force; guidance division activities; vocational education state plan; postsecondary and adult education; and special education. Chapter V outlines evaluation procedures. Finally, information on state administration is presented in chapter VI which also includes a statement on the role of the Pennsylvania Department of Education's Task Force, a list of the names and addresses of the members of the State's Advisory Council and dissemination procedures for career education programs and the state plan. (JH)

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PENNSYLVANIA CAREER EDUCATION STATE PLAN

Bureau of Instructional Support Services
Pennsylvania Department of Education
1978

CE 015 716

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Commonwealth of Pennsylvania
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INTRODUCTION

The Commonwealth of Pennsylvania, nicknamed the Keystone State, is the fourth most populous state in the nation. Of the 11,862,000 residents, 71.5% live in urban areas and 28.5% are rural dwellers. These people are spread among 52 cities, 963 boroughs, and 1,551 townships, marked off into 68 counties. The total water and land area covers 45,333 square miles.

Industry in the state centers primarily around the manufacture of durable goods, primary metals, heavy machinery, and fabrication of metal products. Pennsylvania ranks fifth in the nation in production of minerals. The civilian labor force numbered 5,120,000 in 1976. Average unemployment in that year was at 7.9% statewide.

Citizens of Pennsylvania support 504 local school districts that enroll 1,093,578 elementary and 1,100,095 secondary students. Non-public institutions educate 424,054 elementary and 302,387 secondary pupils. Twenty-nine intermediate units serve and support these districts. Public schools operating in Pennsylvania in 1976-77 numbered 2,700 elementary, 1,007 secondary and 370 combined buildings. Non-public schools numbered 1,211 elementary, 193 secondary and 240 combined. Vocational technical schools enrolled 85,590 pupils in 1976-77. The total professional staff of Pennsylvania public schools numbers 132,588. Of these 114,425 are classified as teachers and 3,280 are in the field of guidance.[1]

Population trends for Pennsylvania indicate a slow to no growth situation for the citizenry as a whole. However, within this condition one finds a slight decline in the white population and a near 7% increase for non-whites. Live births in the state have declined 42% over the past twenty years and out-migration

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[1]Our Schools Today, 1976-77, Pennsylvania Department of Education, Harrisburg, PA, 1977, Vols. 1, 4 and 6.

has exceeded in-migration. In addition, there has been a revival of population growth in many of Pennsylvania's rural towns and counties. [2]

With regard to employment outlook, Pennsylvania will, in general, mirror the nation. The labor force will grow less rapidly and will be older in terms of average age. Women will increasingly constitute an important segment of the labor pool. The shift will continue from occupations related to production of goods to that of services industries. Professional and technical job openings will increase faster than most other major groups.

Perhaps the most important shift will involve college graduates. There will be a surplus of college graduates by 1985. This event will have far reaching consequences, not only for college trained people forced to take second choice jobs, but also for lesser educated individuals who will be adversely affected.

These data suggest the probability of an increasingly tight job market and considerable frustration and disenchantment on the part of workers. This will occur as workers gain job experience and seek advancement. The implications of this potential condition have considerable importance for career and continuing education.

Several conditions that pervade the national, as well as the state scene, are worthy of additional discussion. Ginzberg, in a recent study, calls attention to the fact that of the jobs generated in the private sector over the past 26 years, 60% could be classified as being of low quality, i.e., low pay, less security, less than full time work. He stresses the issue of the importance of the intrinsic quality of an occupation as a determiner in job satisfaction and choice. His analysis reveals a "dual labor market in which white men have preferred access to the good jobs while women and members of minority groups are the ones who generally get trapped in the poor jobs."[3]

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[2]DeJong, Gordon F. "Population Change and the Shape of Pennsylvania's Future," in Benjamin Franklin Symposium 1977, State Senate Library, Harrisburg, PA 17120

[3]Ginzberg, Eli. The Job Problem, Scientific American, Nov. 1977, Vol 237 No. 5 p. 43-51

Looking forward to 1990, Ginzberg expects that the number of young people reaching working age will decline sharply, that the number of women in the labor force will increase substantially, and that greater numbers of women will not settle for lesser jobs and careers. It is reasonable to assume that these trends will hold for Pennsylvania.

In a related study, Lecht, identifying 127 occupations closely related to the six traditional instructional areas of vocational education, points out that two-thirds of the workers in the occupations studied earned less than the median for all full-year workers. Three-fourths of the women and over half of the non-white full-year workers had earnings that were approximately $2,000 or more below the national median.[4] These 127 occupations are expected to account for 55% of all job openings nationally. Fifteen of the Pennsylvania top twenty occupations (in terms of total job openings) are represented in this group.[5]

Finally, United States Labor Department projections indicate that only 14% of new jobs created in the next two decades will require a four year college education. The number of potential college graduates far exceed this demand projection. Such a condition gives rise to a number of serious issues. It can be anticipated that many college trained persons will be underemployed. Further, these more highly credentialed individuals will tend to displace those who are less well prepared. Lowering of personal aspirations may increase the incidence of frustration, boredom, and dissatisfaction on the job for the college trained individual and disillusioned high school educated youth.

The information presented above attempts to provide several critical conditions facing the youth of our nation and state. The magnitude of the task that lies before the schools of Pennsylvania as they attempt to implement career

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[4]Lecht, Leonard A. Occupational Choices and Training Needs: Prospects for the 1980s New York, Praeger Publishers, 1977.

[5]Pennsylvania Occupational Projections, Commonwealth of Pennsylvania, Department of Labor and Industry, December 1976.

education is considerable. Dr. Bernard E. Anderson, The Wharton School, University of Pennsylvania, states that, "The growth and prosperity of Pennsylvania in the years ahead will depend, to a great extent, upon the development and utilization of its human resources. The number and quality of jobs throughout the state will have a marked impact upon the economic security of families, the opportunities for youth, and the general quality of life among Pennsylvania residents."[6]

An important fact, at this point, needs to be emphasized. It is not the purpose of career education to develop or provide jobs for youth. Neither should career education be seen as a direct attack upon the unemployment problem. Rather, it is directed more to the improvement of the quality of each individual's life. Through acquisition of basic educational skills, learning better how to seek and find employment, hold a job, and make decisions about one's life, career education can contribute positively to the substance of the lives it touches.

A policy paper of the United States Office of Education, An Introduction to Career Education,[7] provides a number of reasons why Career Education has become a serious educational concern. Among them are the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system.
3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college

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[6]Anderson, Bernard E., "Matching People and Jobs" in Benjamin Franklin Symposium 1977, State Senate Library, Harrisburg, PA 17120

[7]An Introduction to Career Education: A Policy Paper of the U.S. Office Of Education, Washington, DC U.S. Government Printing Office, 1975

graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.
5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.
6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.
7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.
8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.
9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.
10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

Given these reasons, it can be seen that career education is more concerned with its responsibilities toward students and the community in terms of improving the transition of young people into the work world. It is not a matter of affecting conditions of unemployment in our nation, but rather an effort to aid in the career development of every student.

Career education is a mutual responsibility, or partnership, between school and community. However, the schools must be catalytic in the initiation and implementation of this concept. The U.S. Office of Education has offered ten basic assumptions which undergird career education.

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extends to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental rather than a fragmented sense.
6. Career Education is for all persons - including the young and the old, the mentally handicapped and the intellectually gifted, the poor and

the wealthy, males and females, students in elementary schools and in graduate colleges.

7. The societal objectives of career education are to help all individuals to: (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.
8. The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose - and assistance in making and implementing career decision - are of central concern to career education.
10. The expertise required for implementing career education exists in many parts of society and is not limited to those employed in formal education.[8]

These assumptions provide the rationale and framework for the programmatic aspects of career education. Based upon this foundation and the needs described in Chapter I, the Pennsylvania Advisory Council for Career Education has drawn up a tentative definition for career education. Although the Advisory Council believes that each local school district should ultimately define career education for its own purposes, the definition is here presented as a stimulus for thought and direction. The statement which follows is considered tentative because the state plan found in this document is subject to revision following public comment. So too, the definition for career education.

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[8]Op.cit. p.4

CAREER EDUCATION DEFINITION

Career education is a purposeful, sequential process through which the schools, family and total community cooperatively seek to assure the satisfactory career development of young people and their preparation for adulthood and successful transition into the world of work. Further, it is recognized that this process is one which continues throughout every person's lifetime, regardless of race, sex or condition of life, and for which society is obligated to make provision.

More specifically, career education is a process which assists each person to become aware of the many occupational opportunities available and provides ways to explore these as they relate to one's interests and abilities. Career education is concerned with the relationship between one's self image and envisioned life styles and career options.

It is a vehicle through which the individual may acquire an understanding of our economic system and the values of a work-oriented society. This process should provide the means by which people may develop worthwhile work related attitudes and entry level skills. These skills should include, but not be limited to, those associated with decision making, interpersonal relationships, and an essential command of reading, writing and mathematics necessary for the attainment of a productive and rewarding life.

The document which follows is a preliminary plan for the implementation of career education in the schools of Pennsylvania. Career education, conceptually, encompasses the total life span. Because of the overriding importance of, and

public concern for more effectively preparing youth for the world of work, only the kindergarten through twelfth grade spectrum is addressed in this plan. In the following pages goals, objectives and activities related to state department and local district responsibilities will be detailed. Included, also, is a summary of career education human and material resources available to practitioners as they seek to implement programs in their schools and communities. This plan is meant for anyone who is interested in helping further the career development of the youth of this Commonwealth.

CHAPTER I

PENNSYLVANIA'S NEED FOR CAREER EDUCATION

The preceding introduction presented a number of generalized concerns voiced nationally and locally regarding the problems of the transition of youth from school to work. These concerns have grown from rational public criticism and a growing body of research related to this societal problem. The citizens of Pennsylvania have also been aware of the need for action with regard to career education.

Pennsylvania's first interest in Career Education was exhibited very early in the game. Throughout the winter and spring of 1972, the Honorable Roland Greenfield of the Pennsylvania House of Representatives conducted a series of seven public hearings regarding career education. Five members from each house of the legislature made up a special subcommittee on Career Education.

A substantial number of excellent suggestions were gleaned from these hearings. For the most part, public reaction paralleled the rest of the nation. Recommendations received generally substantiated remedies and approaches suggested elsewhere. In general, public comment did much to provide a rough picture of the way school districts and communities were attempting to meet the career development needs of their children.

As a result of these hearings, three pieces of career education legislation were introduced in the Pennsylvania House of Representatives in 1973.

House Bill 1076 called for the establishment of a State Career Education Commission to review and render advice on Career Education programs in the Commonwealth. House Bill 1077 was a more comprehensive effort. In this, a state commission was called for and the State Board of Education was instructed to adopt a plan for career education. A third piece of legislation, HR 1264 sought

to create a career education program in the schools of the Commonwealth, imposing duties on the State Board of Education and local boards of education, requiring reports and making an appropriation. None of these bills came to a vote and represent the only legislative effort ever made regarding career education.

In November, 1973, the Report of The Citizens Commission on Basic Education was released to the public. This "blue-ribbon" committee had worked for over a year assessing the status of education throughout the Commonwealth. The Report covers the educational gamut. However, several recommendations by the Commission are pertinent to career education.

Among the curriculum reforms called for were those related to acquisition of basic literature and computational skills. In addition, it was recommended that students learn to get along with others and understand their social and physical environment. It was expressed that "schools should teach decision-making, alternative seeking, resourcefulness and the anitcipation of consequences."

The Commission dealt deliberately with occupational outcomes, stating that "all students should leave school with work skills and attitudes which lead them to respect and value work --- these skills should be developed and tested in school-directed field experience or in an actual job, evaluated jointly by the school and the employer."

Two additional topics were addressed, one, recommending the development of self-discipline, self-awareness, self-respect and willingness to value others; and second, to foster an eagerness for lifetime learning.

With regard to the area of guidance, the Commission recommended that a coordinated program of guidance services be provided:

> "The maintenance of a continuous and purposeful program of career guidance, conducted in coordination with all aspects and levels of the instructional program of the school to assure that all students are introduced to generalized concepts of career education, to assure that full resources of the community are marshaled in the development

of career education to assure that every student has a realistic view of the world of work and of his or her options within it." (p.123)

The Commission further suggested that school boards be encouraged to develop stronger elementary guidance programs and that guidance materials should present women and minority groups favorably in a variety of occupations, and career counseling should encourage investigation of non-traditional career options for all people.

Finally, the Commission indicated that the Department of Education should continue and expand the concept of program approval to permit schools as much flexibility as possible in utilizing community resources to meet specific curriculum objectives. This vital aspect of career education has, in point of fact, been reinforced by Departmental initiative.

These recommendations, though spread through the Commissioner's Report, when combined speak directly to the essence of career education. Taken cummulatively, it would appear that the Commission has, along with other vital educational concerns, identified the need for career education.

As an eventual outgrowth of these recommendations, the State Board of Education in a resolution adopted January 16, 1976, instructed the Department to prepare within a year a comprehensive plan for achieving certain goals in the area of Community Learning. The charge was as follows:

"We are therefore directing the Secretary of Education to put before the Board, within the next 9 months, a plan for the development of community learning within the schools of Pennsylvania, with the following criteria in mind: (a) a redefinition of the purposes of education in terms of the competencies which children and young people should be acquiring at various levels; (b) a plan for shifting State Board curriculum and graduation requirements from their present dependence on courses, credits and Carnegie units

to the newly defined competencies; (c) a plan for maximizing community involvement in the schools including both (1) the community use of schools and (2) the school's use of the resources of the community; (d) all this to be done with the greatest practical involvement of those concerned -- students, teachers, administrators, school board members and citizens -- and with the least possible increase in the cost of public education."

Departmental response to this resolution has produced Project 81, a major priority attempt to identify student competencies in all educational domains, including career education. Citizens, students and educators in over 20 school districts have generated thousands of suggested student competencies. Over a five year period of time, Project 81 will seek to meet the mandate given by the State Board of Education. Career education, as a major component, will assist in the implementation of this long range program.

Concurrent with the period of time during which state hearings were being held and legislation proposed, the Department convened a Career Education Task Force. This unit devoted considerable energy and time to creating a three year state plan for career education and provided counsel in the legislative process. With the ultimate failure to pass the career education bills described earlier, the task force was dismissed.

In addition to the major events cited above, one recent educational trend is of interest. Between the years 1970 and 1975, the holding power of Pennsylvania schools has dropped from 88.2% to 84.3% of the reference group. Reasons for this decline have not been established. A continuation of such downward movement undoubtedly will merit investigation. Nevertheless, among the reasons that could be offered for increased student separation from the educational process is the lack of meaningful experience - something that career education can directly address.

The events and actions described above provide an overview of the significant benchmarks related to the development of career education in Pennsylvania. The statewide hearings and the activities of the Governor's Commission for Basic Education drew upon the grass roots response of citizens in terms of what they expected the schools to do. The need for career education has been well established. In the absence of any specific response to this need in the interim, it can safely be assumed that the need has not diminished.

The Pennsylvania Career Education Status Survey

Given the established need as shown above and in numerous national studies, such as the recent National Assessment of Career and Occupational Development, it was necessary to determine the general status of career education in Pennsylvania.

Results obtained from the general survey (Form A) with 422 of 504 districts responding, produced a number of interesting facts. Over 70% of the districts replied that career education was written into their philosophy of education. However, only 15.7% had a written policy regarding career education. Other information regarding general program accomplishments are as follows:

- 20.2% have a formal implementation plan
- 30.0% have an elementary level career-relevant curriculum
- 45.3% have a junior/middle school level career-relevant curriculum
- 62.4% have a senior high school level career-relevant curriculum
- 25.4% report having no career-relevant curriculum at any level
- 65.8% report career guidance as a priority
- 14.1% report having a Career Education advisory committee
- 21.4% report having a district school-business-labor planning council
- 77.7% report common use of field trips as an instructional practice
- 92.8% report provision for out-of-school paid and unpaid work experience opportunities

- 12.0% report career resource centers in their elementary buildings
- 43.2% report career resource centers in their junior/middle schools
- 76.7% report career resource centers in their high schools
- 16.5% report not having a career resource center at any level
- 69.0% report having a job/educational placement center present in the high school, or otherwise available
- 20.1% report having a specific career education program for the handicapped
- 20.4% report having a specific career education program for the economically and/or educationally disadvantaged
- 17.6% report having a specific career education program for the gifted
- 32.3% of the districts estimated that 50% or more of their elementary students were involved in a career education program
- 51.7% of the districts estimated that 50% or more of their junior/middle school pupils were involved in a career education program
- 62.3% of the districts estimated that 50% or more of their senior high school pupils were involved in a career education program
- 90.6% of the districts reported having taken steps to reduce sex-role stereotyping in materials purchased for career education
- 64.0% reported having a person, or persons, responsible for coordinating their career education program
    - 8.4% reported having a single full time person responsible
    - 79.4% reported using guidance personnel for coordinators
    - 28.5% reported using work-study coordinators
    - 34.1% reported using an administrator
    - 16.1% reported using a vocational/IA instructor
    - 22.1% reported using a classroom teacher
    - 3.6% reported using a career education specialist
    - 7.7% reported various other types

- 40.9% reported using federal funds for career education
- 62.7% reported using local funds
- 6.0% reported using other funding sources
  - 24.5% used funds for in-service training
  - 44.8% used funds for field trips
  - 42.0% used funds for personnel
  - 14.9% used funds for consultants

- 35.2% reported having conducted a needs assessment as part of career education planning activities
- 38.9% reported having conducted career education in-service activities during the past 2 years
- 31.8% reported having given compensation for in-service
- 15.4% reported that 50% or more of their elementary teachers received in-service training
- 16.2% reported that 50% or more of their junior/middle school teachers received in-service training
- 19.4% reported that 50% or more of their high school teachers received in-service training
- 29.0% reported using business, industry and labor resource persons in giving in-service training
- 33.8% reported using intermediate unit personnel for in-service training

In-service activities engaged in were as follows:

- 34.1% reported orientation and planning
- 23.3% reported program implementation
- 17.5% reported teaching techniques in career education
- 37.9% reported counseling strategies
- 28.8% reported curriculum development
- 24.9% reported curriculum materials selection/development
- 6.5% reported evaluation
- 26.6% reported use of community resources

Over the past two years districts have produced the following types of materials

- 23.3% reported developing guides or manuals for career education
- 18.5% reported developing a community resources book
- 33.8% reported doing a survey of local occupational opportunities for job placement
- 19.2% reported doing a survey of local occupational opportunities for job observation sites
- 9.4% reported developing a community field experiences book
- 9.1% reported a miscellaneous numbers of activities

- 29.5% indicated having a program worth sharing
- 32.9% of this group was willing to share
- 27.9% report 50% or more of their elementary teachers using career education activities in the classroom
- 26.3% report 50% or more of their middle/junior high school teachers using career education activities
- 31.4% report 50% or more of their senior high school teachers using career education activities
- 72.0% report their counselors having had in-service training during the past 2 years.

The Form B results from the 29 (5%) sample school districts indicated that all of the 18 career education concerns presented were viewed as being either "important" or "very important" as responsibilities of the schools to deal with. None of the 18 concerns were considered to be "not important" by any sub-group in the study (students, teachers, businessmen, etc.).

Perhaps the most revealing finding was the fact that when asked to rate how well local schools were doing to meet the 18 concerns (on a scale of "not at all" to "very successfully") not one of the concerns was being met at a level above "adequately". The responses in this regard were virtually uniform across all sub groups. In other words, with but two or three item exceptions within a sub group

response, not a single concern was rated as being met "successfully" or "very successfully."

The four concerns that were considered most important were:

- Young people should acquire skills and good work habits in preparing for a career
- Young people should recognize that work is an important part of one's total life style
- Young people should understand the need to take responsibility for their own decisions
- Young people should have adequate guidance, counseling and placement services in their educational-career-planning and work entry activities.

In addition to the status survey, a series of career education mini-conferences were held for the purpose of extracting more direct recommendations for use in determining philosophical direction, as well as more practical suggestions. Each conference dealt with defining career education and contributed to the statement found in the Introduction to this plan.

Participants made recommendations regarding student career education outcomes, relationships with other curricular program elements (vocational education, subject matter areas and guidance), relationships between schools and community, and recommendations related to local staff in-service and state agency assistance activities. The list of recommendations is too extensive to be included as a part of this planning document. (See: Report: The Pennsylvania Career Education State Plan Project, Mini-Conference Series, Spring 1977, Harrisburg, Pennsylvania, Pennsylvania Department of Education, September 1, 1977.) However, these valuable suggestions and comments provide the basis for many of the goals and activities contained in this document.

Finally, an analysis sample of 11th grade EQA (Educational Quality Assessment) data conducted by that division provides additional support to the need for career education programs in Pennsylvania schools. These data revealed that only half of the 11th grade students surveyed think they know a great deal about the educational requirements of jobs. A third of them believe in working only as hard as they have to, and one out of ten wouldn't work if he or she could live on welfare. Further about one-third of those tested had a low opinion of themselves and less than half feel their courses in school are worthwhile.

Taken as a whole, information gathered through the Career Education Status Survey, participant contributions at conferences, EQA data, and other sources, show that the need exists in Pennsylvania to organize and systematize state and local efforts in career education. Citizens, educators and students, alike, believe it is important that the schools attend to this need. There appears to be general agreement that the schools could do a better job at helping young people with their career development needs. The data found in the status survey indicates that much needs to be accomplished to successfully implement career education throughout the Commonwealth.

Career Education Needs

An analysis of the data and information presented reveals a range of broad needs related to student learner outcomes and operational activities associated with the implementation process. These needs are summarized below.

1. A need exists for a concentrated effort at the state and local level to increase the effectiveness of schools in their programs and activities related to the career development of children and youth. Career development hereby meaning the acquisition of certain understandings, attitudes and skills as regards the development of an awareness and exploration of, and preparation for entry into, the world of work.

2. A need exists to provide more effective career guidance, counseling and occupational/educational placement services in order to smooth the transition of youth from school to future employment.
3. A need exists to assist educational personnel develop greater competency with regard to career development education.
4. A need exists to involve the total community more extensively in the process of helping young people learn about, and prepare for entry into, the world of work.
5. A need exists to provide career education experiences specific to the needs of individuals who are handicapped, economically or educationally disadvantaged, or gifted in various ways.
6. A need exists to influence in positive ways, attitudes and perceptions about careers as regards prevalent sex-roles and racial stereotyping.

CHAPTER II

CAREER EDUCATION ACCOMPLISHMENTS

Since the inception of career education in the early nineteen seventies, numerous projects have been initiated in the school districts, intermediate units and colleges of Pennsylvania. The majority of these projects were encouraged by the Pennsylvania Department of Education's Bureau of Vocational Education, its Research Coordinating Unit, and the Division of Guidance and Counseling. Some institutions, on their own initiative sought out federal funding sources to develop career education programs.

The projects identified below include the major efforts across the state. The listing is not intended to be all-inclusive, but instead indicative of the range and scope of career education projects instituted in Pennsylvania since 1970.

- Project TIMES

  Admiral Peary Area Vocational-Technical School
  Box 96
  Ebensburg, PA 15931

  Topic: A modular scheduling program for vocational-technical schools (Computer Based)

- Project CAREER

  Crawford Central Schools
  719 N. Main Street
  Meadville, PA 16335

  Topic: Career-oriented curriculum K-6 (Computer Based)

- Project CCEM

  Cooke Junior High School
  School District of Philadelphia
  Parkway at 21st Street
  Philadelphia, PA 19103

  Topic: Comprehensive career education model for grades 7-9

- Career Education Project

McKeesport Area School District
402 Shaw Avenue
McKeesport, PA 15132

Topic: Comprehensive K-12 career education activities

- Pennsylvania Career Development Guide Project

Central Susquehanna Intermediate Unit 16
Box 213
Lewisburg, PA 17827

Topic: Comprehensive K-12 Career Development Model

This project was originally funded through Vocational Education-RCU initiative. Principal author is Dr. Edwin L. Herr. IU #16 has been responsible for refinement, development and dissemination of basic career education curriculum guide. Product now entitled: Getting Started: A Guide to Writing Your Own Curriculum.

- Career Education: A Project to Demonstrate Incremental Improvements in K-12 classrooms

Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412

Topic: Use of unit approach to improve communication of career education concepts to teachers and pupils.

Ongoing USOE project. Developing computer based learner units and implementation techniques.

- "BHQ" Career Education

Allegheny Intermediate Unit #3
Suite 1300, Two Allegheny Center
Pittsburgh, PA 15212

Topic: Consortium approach to comprehensive career education for grades K-14, including handicapped and disadvantaged.

- Career Development Activities Project

Abington School District
1841 Susquehanna Road
Abington, PA 19001

Topic: Middle school (grades 5-7) career development activities.

- Career Education: A Linkage Approach Involving a State College and Three Intermediate Units

Educational Development Center
Shippensburg State College
Shippensburg, PA 17257

Topic: Orientation of teachers, counselors and administrators to career education concepts.

- Room to Grow Project

School District of Philadelphia
Parkway at 21st Street
Philadelphia, PA 19103

Topic: Develop self-awareness and career-awareness among pupils grades K-6.

- Career Awareness/Job Orientation Via Taped Television Programs Project

Hazleton School District
Laurel and Green Streets
Hazleton, PA 18201

Topic: Development of video-tapes for orientation of junior high school age pupils to vocational education programs.

- Five Model Career Resource Centers

Bureau of Vocational Education (RCU)
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

Topic: Initiate experimental career resource centers at North Hills High School, Greater Johnstown AVTS, State College Area High School, Springfield High School, York County AVTS.

- Seventeen Model Career Resource Centers

Bureau of Vocational Education (RCU)
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

Topic: Initiate experimental junior high school career resource centers at East Stroudsburg Area School District, Ephrata Area School District, East Penn School District, Cheltenham Township, Tunkhannock Area School District, Wyoming Valley West School District, Tuscarora School District, Towanda Area School District, Carlisle Area School District, Penns Valley Area School District, Montoursville Area School District, Farrell Area School District, School District of Erie, Connellsville Area School District, Greater Latrobe School District, Hopewell Area School District, Ligonier Valley School District.

- Experience Based Career Education Projects

Three local school districts are currently operating EBCE programs. Three of the four national EBCE models are represented in this group.

1. School District of Philadelphia
   Parkway at 21st Street
   Philadelphia, PA 19103

   (Research for Better Schools Model and Northwest Regional Education Laboratory)

2. Harrisburg School District
   1201 North Sixth Street
   P.O. Box 2645
   Harrisburg, PA 17105

   (Appalachia Educational Laboratory Model)

3. Washington School District
   78 W. Maiden Street
   Washington, PA 15301

   (Research for Better Schools Model)

- A Project to Demonstrate Effective Methods and Techniques for Training and Retraining Career Educators Through a Regional Education Agency

Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412

Topic: Retraining teachers in weaving career concepts into academic instruction and increasing achievement in reading and math and contributing to career development of pupils.

- Comprehensive Career Education Project

Council Rock School District
Twining Fork Road
Richboro, PA 18954

Topic: K-12 career education curriculum infusion.

Following is a brief summary of Division of Guidance and Counseling projects supported through ESEA Title III funds which are related directly to career education and career development efforts in the local schools.

School District and County	Project Title
Bermudian Springs S.D. Adams	Comprehensive Guidance Learning Center
Elizabeth-Forward S.D. Allegheny	Career Information Banks
McKeesport Area S.D. Allegheny	Improving Career Counseling
South Allegheny S.D. Allegheny	Occupational/Vocational Guidance Projects
Rochester Area S.D. Beaver	Guidance Materials and Resource Center
Spring Cove Area S.D. Blair	Vocational Placement
Athens Area S.D. Bradford	Vocational Guidance Through Library Resources
Bristol Township S.D. Bucks	Summer Vocational Counseling
Bristol Township S.D. Bucks	Counselors' Industrial Experience Project
Bristol Township S.D. Bucks	Analysis of Local Labor Force Conditions
Admiral Peary AVTS Cambria	Student Selection Procedure and Technique
Northern Clarion Area S.D. Clarion	Career Guidance and Counseling Program
Clearfield AVTS Clearfield	Guidance Methods for AVTS Selection
Curwensville Area S.D. Clearfield	Teacher Acceptance of Vo-Tech
Philipsburg-Osceola S.D. Clearfield	Physical Facilities

School District and County	Project Title
Meadville Area S.D. Crawford	Developmental Vocational Guidance Program
Lower Dauphin S.D. Dauphin	COPE - Career Opportunities Potential Evaluation
Upper Dauphin Area S.D. Dauphin	Vocational Guide Grades K-8
North East S.D. Erie	VISA (Vocational Information Study Area)
North Fayette AVTS Fayette	Staff Development Program
Penns Manor S.D. Indiana	Expansion of Career Information
Abington Heights S.D. Lackawanna	Mobile Counseling Van
Lackawanna County AVTS Lackawanna	Staff Development Program
Shikellamy Area S.D. Northumberland	Elementary/Secondary Vocational Guidance Program
Burrell Area S.D. Westmoreland	Vocational Counseling Educationally Non-Involved
Northeastern S.D. York	Career Information Project
North Schuylkill Area S.D. Schuylkill	Improvement of Guidance Resource Material
Northgate S.D. Allegheny	Career Guidance Resource Center
Juniata County S.D. Juniata	Career Resource and Guidance Center
Penns Manor S.D. Indiana	School Involvement in Career Planning
Juniata Valley Area S.D. Huntingdon	Developmental Career Resource Program
Richland Senior H.S. Cambria	Career Exploration Seminars

School District and County	Project Title
Penns Valley Area H.S. Centre	Career Education Team Development
West Mifflin Area S.D. Allegheny	Community Orientation Career Guidance
Riverside S.D. Lackawanna	Stationary Guidance Center
East Penn S.D. Lehigh	Project Insight
Forest Hills S.D. Cambria	Vocational and Technical Counseling
Shikellamy Area S.D. Northumberland	Career Resource Program
Lebanon H.S. Lebanon	Vocational, Occupational, Educational Information Center
Center Junior H.S. Beaver	Career Education-Grades K-8
Charleroi Area S.D. Washington	Individual Career Information Center
Bald Eagle H.S. Centre	Career Resource Center

The Pennsylvania Diffusion Panel has validated several outstanding career education and related projects. These projects are now available for adaption/adoption under ESEA Title IV-C.

- Parkway Program
  Philadelphia School District
  Parkway at 21st Street
  Philadelphia, PA 19103
  (Alternative Schools Model)

- Career Education Materials
  Central Susquehanna Intermediate Unit #16
  Box 213
  Lewisburg, PA 17827

- Career Education Institute
  Central Susquehanna Intermediate Unit #16
  Box 213
  Lewisburg, PA 17827

- Alternative Schools
  Abington School District
  1841 Susquehanna Road
  Abington, PA 19001

- Reaching Outward: Adventures in Self-Discovery
  Penncrest School District
  Saegertown, PA 16433

- Preparation for Parenting Program
  Pine Grove Area School District
  Second and School Streets
  Pine Grove, PA 17963

- Bartram School for Human Services
  Philadelphia School District
  Parkway at 21st Street
  Philadelphia, PA 19103

- Family Centered Resource Program
  Berks County Intermediate Unit #14
  County Road, R. D. 1
  Box 602
  Leesport, PA 19533

- Life Skills Lab
  Gettysburg Area School District
  Box 310
  Gettysburg, PA 17325

- Social Laboratory
  Wissahickon School District
  Norristown Road
  Spring House, PA 19477

- Project L.I.F.E.
  Central Susquehanna Intermediate Unit #16
  Box 213
  Lewisburg, PA 17827

The Division of School Library Media has cited two Title IV-B projects as particularly well conceived career education projects.

- Strategies for Human Understanding
  Ridley School District
  1001 Morton Avenue
  Folsom, PA 19033

- Career Education and Development 7-12
  West Chester Area School District
  320 N. Church Street
  West Chester, PA 19380

CHAPTER III

CAREER EDUCATION MISSION, GOALS AND STRATEGIES

Pennsylvania's career education mission is based upon anticipated federal guidelines related to program implementation and the needs identified in the previous chapter.

PARTICIPATING LOCAL SCHOOL DISTRICTS IN THE COMMONWEALTH OF PENNSYLVANIA ARE ENCOURAGED, BY THE YEAR 1984, TO FULLY IMPLEMENT FOR ALL PUPILS A COMPREHENSIVE PROGRAM FOR CAREER EDUCATION.

This plan sets forth a suggested set of goals, activities, and processes for the successful accomplishment of the mission at both the local and state levels. The major goals are as follows:

Goal I: Each local school district shall develop a coordinated program of activities which will significantly impact the career development needs of every pupil.

Goal II: The Pennsylvania Department of Education shall provide leadership, direction, and assistance in support of local district implementation efforts.

Goal III: Each local school district shall develop a coordinated program of career guidance, counseling, and occupational/educational placement activities which will significantly support a planned career education program.

Goal IV: The Pennsylvania Department of Education shall provide leadership direction and support to local districts and their counseling/placement personnel for the purposes of program improvement.

Goal V: Each local school district shall make provision for staff-development activities related to increasing teacher competency in career development education.

Goal VI: The Pennsylvania Department of Education shall provide leadership, direction and assistance in support of local district staff-development efforts.

Goal VII: Knowledge and understanding of career development education will become a part of the pre-service training of all prospective teachers.

Goal VIII: Each local school district will develop and use a broad range of community resources, both human and material, in the process of carrying through its career education program.

Goal IX: The Pennsylvania Department of Education shall develop a broad state level base for community response to career education needs at all levels.

Goal X: Each local school district shall make proper provision in its career education program for the needs of handicapped, economically and educationally disadvantaged, and gifted persons.

Goal XI: The Pennsylvania Department of Education shall provide leadership direction and assistance to local districts in their efforts to provide career education activities for persons having special needs.

Goal XII: Local school districts shall take specific steps to insure the elimination of sex-role and racial stereotyping in all career education programs, materials and guidance and counseling activities.

Goal XIII: The Pennsylvania Department of Education shall provide leadership, direction and assistance to local districts in their efforts to reduce sex-role and racial career stereotyping.

Goal XIV: The Pennsylvania Department of Education shall provide local school districts with localized up-to-date occupational information which is sex/racially free of stereotype.

STUDENT LEARNER OUTCOMES

The State Advisory Council for Career Education has approved seven general statements as regards student learner outcomes in Career Education. It is anticipated that school districts, in the development of career-relevant curricula, will use these outcome statements as a starting point. The accompanying Pennsylvania Career Development Model and instructional objectives are intended to provide substantive content for planned instructional activities.

1. Educational Awareness - Students will understand and appreciate the importance of education as it relates to work, develop healthy work habits and skills; and acquire knowledge and skills in basic subject matter, and of occupations and careers in general.

2. Self Awareness - Students will develop a positive self-concept; recognize one's strengths, limitations, abilities and interests; develop necessary socialization skills, tolerance, flexibility and sensitivity toward others; and realize the importance of understanding one's self as this relates to career choice and life style.

3. Occupational Awareness - Students will develop an understanding for the variety and complexity of occupational and career opportunities available; become aware of the personal characteristics required and responsibilities inherent in various career areas; acquire the skills and requisite education relative to a career of one's interest; understand that work is an integral part of one's life; and realize that sex role stereotyping limits career choice.

4. Decision-making Awareness - Students will recognize the need to plan for meaningful career choice; develop effective decision-making skills and learn to take responsibility for one's own actions and decisions.

5. Economic Awareness - Students will understand basic economic concepts and the relationships that exist between management and labor; develop an understanding of how technology, social change and the labor market affects the nation's economy; and acquire basic consumer and money management skills.

6. Leisure Awareness - Students will develop positive attitudes toward leisure; recognize the need for a balanced healthy existence; understand that leisure can provide rewards similar to those received through work; and acquirc skills in leisure time activities.

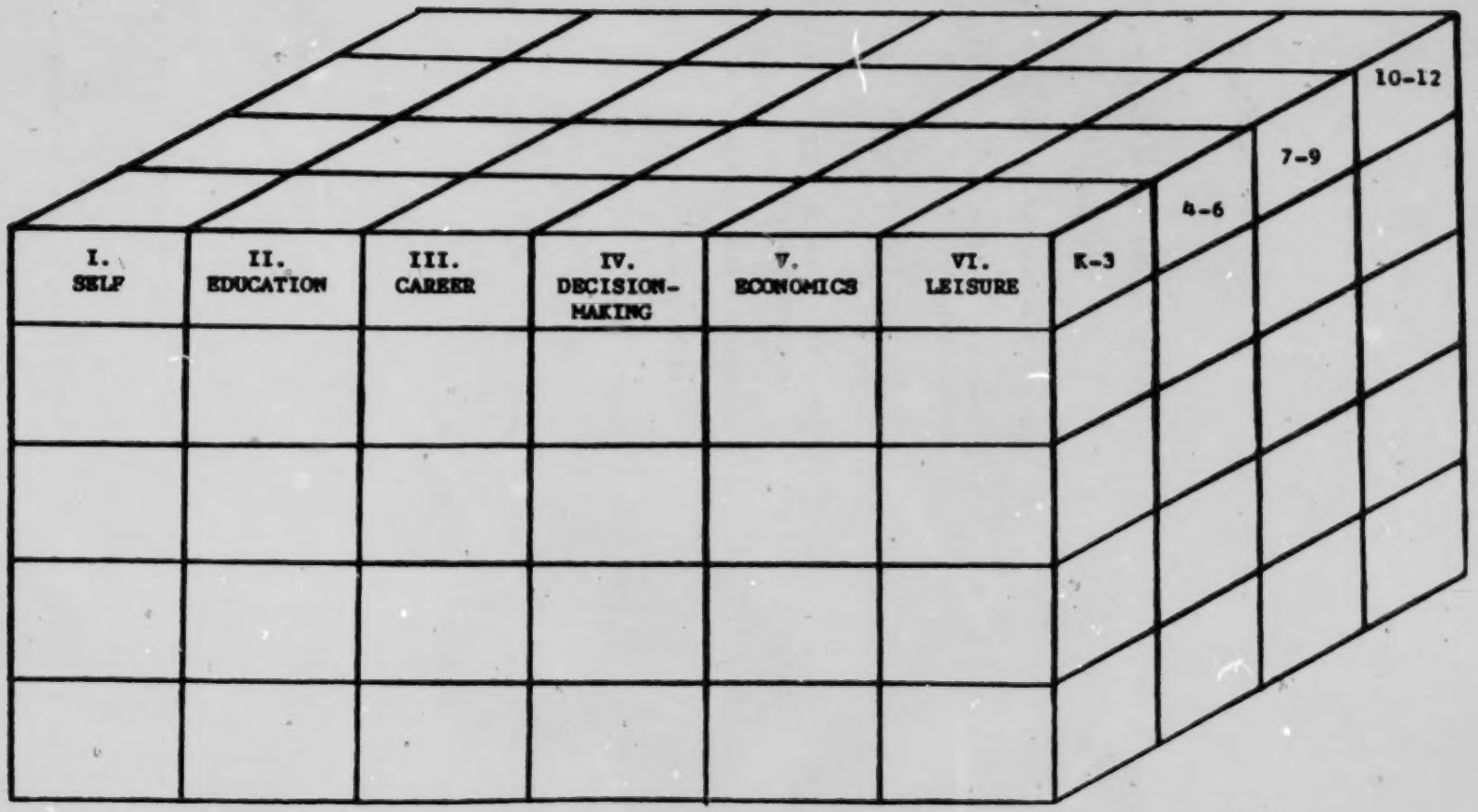
7. Work Entry Preparation - Students shall acquire understandings and skills related to seeking and gaining employment, and remaining employed; and specialized vocational training when appropriate to the individual.

Objectives and activities directed toward realization of these broad career education parameters are to be found in the publication Getting Started: A Guide to Writing Your Own Curriculum (previously titled The Pennsylvania Career Development Guide.) One copy of this Guide had been distributed to every school district in the Commonwealth for use in the curriculum infusion process.

The Pennsylvania Career Development Model is presented in Figure I. A summary of the objectives (Della Statements) found in the Guide follows:

PENNSYLVANIA

K-12 CAREER DEVELOPMENT EDUCATION MODEL



DELLA STATEMENTS

(Learner Outcomes)

Della Statement Number	Description
Vocabulary about Self	
01	Develop vocabulary of self-characteristics
Knowledge of Self	
02	Develop knowledge of unique personal characteristic
03	Understand relationship: self-characteristics/ performance
04	Understand that personal characteristics can be changed
05	Recognize relationship: self-characteristics/ decision-making
06	Understand and use the concept "role"
07	Develop an understanding of the concept "life style"
Attitudes about Self	
08	Develop a positive self-concept
09	Recognize that development of self is constantly changing
10	Develop a sensitivity toward and an acceptance of others
11	Develop tolerance/flexibility in interpersonal relationships
Skills for Self	
12	Develop the necessary socialization skills
Vocabulary about Education	
13	Acquire vocabulary for educational planning

Della Statement Number	Description
Knowledge about Education	
14	Understand interrelationship between education and work
15	Be aware of multiplicity of skills, knowledge in education
16	Understand need for continuing education in a changing world
Attitudes about Education	
17	Recognize role of education in career and life goals
18	Recognize developmental processes occurring in and out of school
19	Realize technological changes demand retraining of workers
20	Develop basic attitudes needed for entry/success in a career
21	Recognize relationship: school environment/ larger society
Skills for Education	
22	Acquire skills, good work habits in preparing for a career
Vocabulary about Careers	
23	Acquire vocabulary for describing the world of work
Knowledge of Careers	
24	Understand variety and complexity of occupations and careers
25	Understand how occupations relate to functions of society
26	Determine characteristics/qualifications of occupations
27	Understand process of developing a "career"
28	Understand the relationship: occupational role/ life style

Della Statement Number	Description
Knowledge of Careers (cont'd.)	
29	Recognize materials/processes/tools of occupational clusters
Attitudes about Careers	
30	Realize: work is an integral part of the total life style
31	Develop positive attitudes toward employment
32	Realize one's success in work is affected by one's attitudes
33	Develop personal habits which are socially valued
34	Recognize that occupational stereotyping is undesirable
35	Be aware of the value of acquiring marketable skills
36	Aware of own multi-potentiality as to marketable skills
Skills for Careers	
37	Develop necessary educational/occupational competency
38	Develop entry level skills in area of occupational interest
Vocabulary for Decision-Making	
39	Develop vocabulary for stating and identifying personal goals
40	Apply vocabulary of career exploration to decision-making
Knowledge about Decision-Making	
41	Understand decision-making involves responsible action
42	Know external factors affect decision-making and vice versa
43	Recognize restrictions in the decision-making process

Della Statement Number	Description
Knowledge about Decision-Making Cont'd.	
44	Recognize that decision-making involves some risk taking
45	Develop criteria for judging how careers meet life goals
Attitudes about Decision-Making	
46	Recognize the need for making a meaningful career choice
47	Develop a receptivity for new ideas/exploration of new ideas
48	Understand the need to take responsibility for own decisions
Skills for Decision-Making	
49	Develop effective decision-making strategies and skills
Vocabulary about Economics	
50	Develop vocabulary for understanding economic principles
Knowledge of Economics	
51	Be familiar with basic economic concepts
52	Realize how the labor market affects the nation's economy
53	Understand the relationship: Technology/world of work
54	Understand the relationship between occupational roles/personal economics/life styles
Attitudes about Economics	
55	Recognize role of work in economic independence
56	Recognize that society needs labors of all its people

Della Statement Number	Description
Attitudes about Economics (cont'd.)	
57	Realize wages should not be sole basis for career choice
58	Recognize worker productivity is influenced by rewards
Skills for Economics	
59	Acquire basic money management skills
60	Be able to use economic information in decision-making
61	Acquire basic consumer skills
Vocabulary about Leisure	
62	Develop vocabulary to differentiate leisure time activities
Knowledge of Leisure	
63	Understand differences between leisure time and idleness
64	Understand interrelationships: leisure time/ one's career
65	Understand leisure time can provide some rewards of work
Attitudes about Leisure	
66	Develop positive attitudes toward value of leisure time
Skills for Leisure	
67	Develop skills in leisure time activities

PROGRAM STRATEGIES

What constitutes a comprehensive career education program at the local district level? Numerous publications and documents are available which detail the essential elements necessary for a fully developed career education program. Such a program can be a mix of several approaches and strategies, organized so that anticipated student outcomes can be assured.

Most important, however, it should be understood that a loosely knit collection of vaguely related activities does not constitute a career education program. Career education is a process and relies for its success upon a systematic, planned, well articulated approach to the career growth of the individual.

A. Curriculum Infusion

A key operational strategy in career education is that of weaving into the total curriculum the concepts of career development. As with many other aspects of human growth and development, the maturation of an individual as regards careers and the world of work is a long term process. It is affected from the earliest years of childhood by many infulences in the home, school and community. The perceptions developed as a result have been found to be psychologically pervasive and in many ways limiting to the total personality development of individuals. The career a person elects to follow is a powerful determining force in the life style one leads.

It is increasingly evident that attention to the development and acquisition of knowledge, attitudes and skills related to one's career development can not be deferred to later years in school. Likewise, responsibility for this concern cannot be sensibly vested in only one or two individuals in a school system. This is especially so if one accepts the premise that a primary mission of schools in our society is to prepare young people for adulthood - a major aspect of which is work.

Curriculum infusion simply requires that teachers teach what they usually teach - except - that they devise ways and means by which they communicate to students certain learnings essential to the career development process as a normal part of daily instruction. This should not be a haphazard effort on the part of teachers individually.

As with subject matter areas such as mathematics or English, certain concepts can be introduced at given grade levels. Reinforcement and expansion of these concepts must be planned for and sequenced so that student progress can be determined. Intrinsically, every school subject studied has a career purpose. In the infusion process, teachers should seize and capitalize upon the opportunities readily present in their daily instructional activities. With this approach, although incidental in nature, students will be better able to understand the relationship that exists between schooling and work.

B. Special Units and Courses

Although curriculum infusion should be considered the basic element of an integrated program for career education, teachers and administrators may well find need for activities of a more expansive type. A number of career development objectives can be emphasized through the use of special teaching units or specific courses.

Development of special study units may occur as a result of an intensified interest on the part of students or teachers in any number of career related areas. Desire to gain greater depth of understanding of occupations, the world of work, one's personal attributes, the economic system, etc., might be the motivation for a teacher, or team of instructors, to develop classroom or independent study units. Such an effort should be a natural outgrowth of the instructional process.

Introduction of new courses and/or supplementary programs is an option that should be attempted only after the total career education needs of school and community have been identified and thoroughly analyzed. Specific courses in decision-making, occupations, career planning, occupational education, and alternative programs such as Experience Based Career Education, work-experience and shadowing, are examples of activities that could be added to the overall school program. Many of these courses and programs provide excellent opportunities not only for career exploration, but also acquisition of vocational skills and various kinds of "hands-on" experiences.

C. Guidance, Counseling and Placement

The activities of guidance personnel are considered by many to be central to the Career Education efforts in local school districts. This is indeed true. The role of counselors should be directed, for the most part, to the delivery of career guidance and counseling in group and individual settings. This is a prime function of guidance.

Beyond this, however, counselors could best serve as resource and support personnel to the district staff. Guidance people may be initiators, and even instructors, for courses in decision-making, occupations and career planning as a logical extension of the counseling process. Counselors are in an ideal position to act as a liaison with the business, industry, labor community. In this regard, certain coordinative activities would be expected. However, districts would be well advised not to burden counselors with full responsibility for coordinating the entire district career education program unless individual competency and condition merit such a move. Career counseling expertise should not be sacrificed for administrative convenience.

Disagreement exists with regard to where responsibility for placement services should reside. Strictly speaking, this is not a pure counseling function. However, within the context of career guidance job placement has become as relevant as educational placement has previously been for counselors. This issue should be resolved consistent with local district philosophy and policy. Useful models for counselor oriented and/or Bureau of Employment Security cooperation exist.

D. Ingredients for a Successful Program

Research drawn from national career education demonstration projects and the Pennsylvania Career Education Status Survey have provided information about the kinds of operational activities that tend to increase chances for successful local program development. The suggestions below represent activities which will significantly aid in putting together a well integrated career education program.

1. School Board Policy Statement: Even if career education is mentioned in the district philosophy statement, it will be useful to have a specific board statement. This will help inform both staff and community resource persons and organizations that career education is a priority.

2. Advisory Council: Some kind of steering committee related to career education is essential. This group should be made up of people from the community as well as the school. Among the responsibilities this council might assume are: identifying career education learner outcomes, identifying community resources, assist in the development of a district plan for career education, assist in a local needs assessment, develop criteria for use of community resources, etc. To avoid unnecessary proliferation of committees a district should consider using or expanding existing school-community or curriculum councils.

3. Formal Implementation Plan: "Bits and pieces a program do not make." Poor grammar, but a truism. To insure that student learning will be properly accomplished, objectives must be set, activities and responsibilities determined, and evaluation procedures planned for. This may be the most essential ingredient of all. If it isn't already, why not make this an element of the district's long-range plan for instruction.

4. Special Population Programs: Although most people follow a generally similar career development path, successful life progress is sometimes impeded by various physical, environmental or societal conditions. It is recommended that specific plans be made for handicapped, economically/educationally disadvantaged, and gifted individuals.

5. Needs Assessment: Most districts conduct periodic assessments of educational needs. It is especially important that before attempting to develop a formal implementation plan, a district should try to determine what is already being done, by whom, and with what resources. An estimate of the status of pupil career development knowledge, attitudes and skills should also be obtained. These data can provide a base for an on-going evaluation of the total program.

6. Career Resource Center: An analysis of school districts in which pupils have exceeded expectations on EQA Goal VIII (Vocational Knowledge), has shown that the presence of a career resource center is a key factor in career development programs. Every school building should have an area set aside for the purpose of collecting, displaying and giving assistance in the use of career related materials.

7. Career Education Resource Guide: A catalog of all local human and material resources available to the staff is a logical and essential outgrowth of a community resource survey. This guide could well be a part of the overall district curriculum plan. Besides listing all kinds of published materials, this guide could be used to disseminate information about resource speakers, field trip sites and other pertinent data.

E. Other Important Considerations

1. Sex/Racial Role Stereotyping: Few areas of life other than career and occupational choice are as greatly influenced by stereotyping of all kinds. Especially insidious are the perceptions related to kinds of work people might do. Materials selected for instructional use and career counseling of all pupils should be directed toward elminiation of these constraining attitudes.

2. Evaluation: The success of any deliberately mounted program must be determined through a planned evaluation process. Measurement of pupil and program progress should include both formative (on-going) and summative (final - or specific check point) evaluation procedures. This is an especially important component of any newly devised program.

3. Program Management: Reponsibility for program management should be designated to one person in the district. Given the wide range of district involvement, a central office administrator would appear the logical choice in most places. Because of the extensive involvement with the community as well as the need to coordinate staff activities, a detailed plan for managing all elements is highly necessary.

4. Home and Family Involvement: A young person's career choice is a highly personal decision that is influenced by many factors. Not the least of these is the environment in which the individual lives. Ultimate achievement of career aspirations and goals frequently require commitment by other family members. It is highly important that career planning activities devised by the school include parents and/or other significant persons. As part of this process, orientation and assistance to those so involved should be provided. These same people should not be overlooked as a rich source of assistance in the classroom as well.

PDE LONG RANGE PLAN - 1978-1984

GOAL I: Each local school district shall develop a coordinated program of activities which will significantly impact the career development needs of every pupil.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Each local district will assess the career development needs of all its pupils	1.1.1 Organize district - community career education task force	1.1.1 District administration, staff and community representatives	1978-1980	1.1 Completion of assessment survey
	1.1.2 Research, develop and administer needs survey	1.1.2 District task force, personnel 1.1.3 Same 1.1.4 Same		
	1.1.3 Analyze survey			
	1.1.4 Prioritize local needs			
1.2 Identify program elements, components and learner outcomes	1.2.1 Research career education literature	1.2.1 District task force personnel, 1.2.2 sub-committees and consultants 1.2.3 Same	1978-1981	1.2 Lists of learner outcomes, activities and program elements
	1.2.2 Visit demonstration projects			
	1.2.3 Set specific outcomes and program elements			
1.3 Infuse career education into school curriculum	1.3.1 Develop career-relevant curriculum	1.3.1 District task force personnel, sub-committees and consultants	1978-1983	1.3 District career education plan including career-relevant curriculum
	1.3.2 Identify and use existing PDE and commercial products	1.3.2 Use "Getting Started: A Guide To Writing Your Own Curriculum		
	1.3.3 Develop needed special course offerings	1.3.3 State and national exemplary projects and materials		

PDE LONG RANGE PLAN - 1978-1984

GOAL: #1 (Continued)

Objectives	Activities	Resources	Dates	Evaluation
1.4 Develop coordinated district plan for career education	1.4.1 Identify necessary components	1.4.1 District task force, sub-committees, consultants 1.4.2	1978-1981	1.4 Completed and approved district career education plan
	1.4.2 Write district plan			
	1.4.3 District board approval	1.4.3 District board, administration		
1.5 Disseminate local plan	1.5.1 Use of media to communicate plan to community	1.5.1 District task force sub-committee	1978-1982	1.5 District plan operational
	1.5.2 Use of staff-development process to communicate to school personnel	1.5.2 District administration, task force subcommittee, consultants, PDE, Intermediate Unit In-Service Councils, colleges and universities		

PDE LONG RANGE PLAN - 1978-1984

GOAL II: The Pennsylvania Department of Education shall provide leadership, direction and assistance in support of local district implementation efforts.

Objectives	Activities	Resources	Dates	Evaluation
1.1 The department of education shall determine the career education needs of pupils and school districts in Pennsylvania	1.1.1 Develop and administer a career education needs survey covering the state	1.1.1 USOE, CSSO staff development - State and national research (ERIC, RISE, VEIN, etc.)	1976-1978	1.1 Completed needs assessment
	1.1.2 Analyze results of survey	1.1.2 PDE research staff, Shippensburg Computer Center		
	1.1.3 Conduct mini-conference series	1.1.3 PDE Career Education staff, business, industry, labor, civic and education groups, Houston participants		
	1.1.4 Determine needs and priorities for career education in the state	1.1.4 PDE staff, Advisory Council		
1.2 Appoint state level advisory council for career education	1.2.1 Review PDE procedures relative to career education	1.2.1 Business, industry, labor, civic and education related groups throughout state	1976-1982	1.2 State Advisory Council appointed and working
	1.2.2 Assist in development of needs assessment	1.2.2 PDE staff and administration Business, industry, labor		
	1.2.3 Assist in determination of priorities for career education			
	1.2.4 Review state plan			

PDE LONG RANGE PLAN - 1978-1984

GOAL II: (Continued)

Objectives	Activities	Resources	Dates	Evaluation
1.3 PDE Career Education Task Force will assist in the implementation of career education	1.3.1 PDE task force appointed	1/3/1 PDE bureau and division level staff	1977-1981	1.3 Operational task force
	1.3.2 PDE task force review of state plan			
	1.3.3 PDE task force assist in determining department role in implementation process			
1.4 Develop a state plan for the implementation of career education	1.4.1 Identify sample student outcomes and program components	1.4.1 PDE staff	1976-1978	1.4 Completed state plan
	1.4.2 Research exemplary career education programs in state and nation	1.4.2 PDE staff		
	1.4.3 Write preliminary state plan	1.4.3 PDE staff		
	1.4.4 Disseminate preliminary plan to all districts, IUs, higher education agencies, business, industry, labor, civic and education groups			
	1.4.5 Conduct series of public hearings regarding plan	1.4.5 PDE staff, Advisory Council	1978	

GOAL II: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.4.6 Write final state plan	1.4.6 PDE staff	1978	
	1.4.7 Approve state plan	1.4.7 Secretary of Education State Advisory Council	1978	
	1.4.8 Disseminate plan	1.4.8 PDE staff	1978	
1.5 Provide local districts with sample career education learner outcomes and material for instructional purposes.	1.5.1 Disseminate Getting Started: A Guide to Writing Your Own Curriculum	1.5.1 IU #16 staff, PDE staff	1977-1979	1.5.1 Guides distributed to 1.5.2 all local districts
	1.5.2 Disseminate Career Education Resources Guide	1.5.2 PDE staff, Career Guidance Materials Center, Demonstration Library Centers	1978	
1.6 Provide local districts with assistance in developing local plans and curricula	1.6.1 Provide technical assistance to local districts	1.6.1 PDE staff - all bureaus as appropriate - IU #16 staff - Additional IUs as ready	1978-1982 1977-1982 1978-1982	1.6 Local Plans implemented

PDE LONG RANGE PLAN - 1978-1984

GOAL III: Each local school district shall develop a coordinated program of career guidance, counseling and occupational/educational placement activities which will significantly support a planned career education program.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine local district career guidance needs	1.1.1 Extract guidance needs from career education assessment and other pertinent documents, etc.	1.1.1 Local guidance staff	1977-1979	1.1 Needs and priorities established
	1.1.2 Evaluate present program and identify district resources (human and material)	1.1.2 Local guidance staff, administration, task force	1977-1979	
1.2 Develop career guidance program component for career education	1.2.1 Identify program priorities, criteria and elements	1.2.1 Local guidance staff, administration, task force	1977-1979	1.2 Program and staff role in place and disseminated
	1.2.2 Identify career guidance staff roles and career education program support responsibilities	1.2.2 same	1977-1979	
	1.2.3 Coordinate career guidance functions with career education classroom and other instructional activities	1.2.3 same		
	1.2.4 Orient district staff to career guidance component	1.2.4 same		
1.3 Provide for effective career guidance and counseling	1.3.1 Initiate intensive counseling procedures using individual group and peer techniques	1.3.1 Local guidance staff	1978-1982	1.3 On-going program evaluation including periodic pupil progress assessment

GOAL III: (Continued)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.2 Expand guidance function through use of special courses in career planning, decision-making, and the study of occupations	1.3.2 same	1978-1982	
	1.3.3 Integrate student career interest assessment with ongoing career education classroom activities and other program components	1.3.3 Guidance staff, administration, task force	1978-1982	
	1.3.4 Organize all career-relevant materials for easy access and use by pupils and teachers	1.3.4 Guidance staff	1978-1982	
	1.3.5 Locate all career-related materials and information in a single center or reference point (Career Resource Center)	1.3.5 Guidance staff	1978-1982	
	1.3.6 Screen all materials for sex/racial stereogyping	1.3.6 Guidance staff, district task force	1978-1982	
	1.3.7 Review counseling techniques and procedures for sex/racial stereotyping	1.3.7 same	1978-1982	
	1.3.8 Provide current, accurate, localized occupational information to pupils	1.3.8 Guidance staff, instructional staff	1978-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL III: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.9 Design evaluation component	1.3.9 Guidance staff, task force	1978-1979	
1.4 Provide for effective occupational/educational placement of students	1.4.1 Survey pupil needs regarding placement function	1.4.1 Guidance and placement staff, task force	1978-1982	1.4 On-going evaluation of placement function including recurrent job site surveys and graduate follow-up
	1.4.2 Survey community for full and part-time job opportunities	1.4.2 same	1978-1982	
	1.4.3 Develop liaison and/or working relationship with Bureau of Employment Security	1.4.3 Guidance and placement staff	1978-1982	
	1.4.4 Develop coordinative activities between work-study, cooperative education, diversified occupational education personnel	1.4.4 same	1978-1982	
	1.4.5 Provide accurate, up-to-date localized job information for pupils	1.4.5 same	1978-1982	
	1.4.6 Locate placement personnel adjacent to career counseling staff and CRC	1.4.6 same	1978-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL IV: The Pennsylvania Department of Education shall provide leadership, direction and support to local districts and their counseling/placement personnel for the purposes of program improvement.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine local district career program needs	1.1.1 Analyze data from career education needs survey, EQA data, and other survey information available	1.1.1 PDE staff (guidance division)	1978-1979	1.1.1 Review completed, needs identified
	1.1.2 Establish criteria for local career guidance programs	1.1.2 PDE staff, State Advisory Council for Guidance/Professional Organizations	1978-1979	
	1.1.3 Establish priorities for PDE action	1.1.3 same	1978-1979	
1.2 Provide leadership to career guidance personnel in field	1.2.1 Determine PDE response capability	1.2.1 PDE staff, task force	1978-1980	1.2.1 Division commitment, materials prepared, orientation completed
	1.2.2 Develop career guidance orientation package	1.2.2 PDE Guidance Division, Career Education staff, Division of Media and Technology	1978-1982	
	1.2.3 Conduct career guidance orientation seminars	1.2.3 PDE Guidance Division	1978-1982	
	1.2.4 Evaluate career guidance orientation activities (PDE)	1.2.4 same	1978-1979	1.3.1 Packages prepared, TA provided
1.3 Provide technical assistance (TA) to local districts, IUs and pupil personnel staff in area of career guidance	1.3.1 Determine PDE response capability	1.3.1 PDE Guidance Division		

GOAL IV: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.2 Develop career guidance TA packages in areas of career development, career planning, decision-making, use of occupational information, selection of career materials, setting up of career resource centers.	1.3.2 PDE Guidance Division, Career Education staff, Division of Media and Technology	1978-1980	
	1.3.3 Conduct seminars, workshops, and consult as needed	1.3.3 PDE Guidance Division	1978-1982	
	1.3.4 Evaluate TA activities (PDE)	1.3.3 same	1978-1982	
1.4 Provide accurate, up-to-date localized (regional) occupational information	1.4.1 Maintain and expand activities of Pennscript Occupational Information Service	1.4.1 PDE staff, Pennscript staff	1976-1982	1.4.1 Information provided to all schools and agencies
1.5 Improve local district career materials selection process	1.5.1 Maintain and expand activities of the Pennsylvania Career Guidance Demonstration Center, and library examination centers	1.5.1 PDE staff, Demonstration Center staff, examination center staff PDE Division of Libraries and Media	1976-1982	1.5.1 Record of assistance provided
1.6 Provide leadership to districts in eliminating sex/racial career stereotyping	1.6.1 Develop orientation and criteria materials for use in career education workshops	1.6.1 PDE Guidance Division PDE Office for Equal Rights	1978-1982	1.6.1 Record of TA provided

PDE LONG RANGE PLAN - 1978-1984

GOAL V: Each local school district shall make provision for staff-development activities related to increasing teacher competency in career development education.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine district career education staff-development needs.	1.1.1 Estimate level of teacher, administrator, counselor, resource person understanding of career development education.	1.1.1 District administration, career education coordinator, career education task force, consultants	1978-1982	1.1 Needs identified
	1.1.2 Estimate levels and types of teacher, administrator, counselor, resource person in-service needed	1.1.2 same	1978-1982	
1.2 Provide long-range in-service program for career development education for teachers, administrators, counselors, and community resource persons	1.2.1 Identify resources for providing in-service activities (human, material and facilities).	1.2.1 same	1978-1982	1.2 Plan implemented; personnel progress evaluation instruments
	1.2.2 Rank in-service priorities	1.2.2 same		
	1.2.3 Develop sequential approach to district in-service activities	1.2.3 same		
	1.2.4 Implement series of planned staff-development activities	1.2.4 District administration IU In-Service Councils IU Career Education Specialists Colleges and Universities Consultants Educational Labs Community Resource Persons PDE Staff	1978-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL VI: The Pennsylvania Department of Education shall provide leadership, direction and assistance in support of local district staff-development efforts.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine extent and types of local staff development needs statewide.	1.1.1 Conduct formal needs survey	1.1.1 PDE career education	1976-1978	1.1 Assessment complete
	1.1.2 Conduct series of seminars and conferences for educators and community resource persons	1.1.2 same	1967-1978	
	1.1.3 Identify and categorize district needs	1.1.3 PDE career education staff, PDE career education task force	1978-1979	
1.2 Develop PDE in-service component for state plan	1.2.1 Identify PDE resources (human and material) for providing in-service support to districts	1.2.1 PDE career education staff and task force	1978-1979	1.2 Plan completed
	1.2.2 Rank in-service priorities	1.2.2 same	1978-1979	
	1.2.3 Develop in-service plan	1.2.3 same	1978-1979	
1.3 Provide long range in-service support for local districts and IUs.	1.3.1 Contact IUs and establish base for coordinated activities	1.3.1 PDE career education staff	1978-1979	1.3 Assistance provided; progress monitored; measurement of attitude changes and learnings acquired
	1.3.2 Provide IU in-service councils with program criteria	1.3.2 same	1978-1982	
	1.3.3 Develop basic in-service media package	1.3.3 PDE career education staff, Cooperating bureau and division staff, Division of Media and Technology	1978-1979	

PDE LONG RANGE PLAN - 1978-1984

GOAL VI: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.4 Using multiplier effect, train selected IU and district staff in career education elements	1.3.4 PDE Career education staff, Cooperating bureau and division staff, College and University staff, consultants, educational labs.	1978-1980	
	1.3.5 Provide continuing technical assistance to local districts as needed	1.3.5 PDE career education staff, cooperating bureau and division staff	1978-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL VII: Knowledge and understanding of career development education will become a part of the pre-service training of all prospective teachers.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Orient colleges and universities to career education needs.	1.1.1 Conduct series of seminars to convey needs and acquire commitment to career education	1.1.1 PDE career education staff	1978-1979	1.1 Seminars complete, commitment obtained
1.2 Determine higher education needs and potential for developing pre-service programs.	1.2.1 Convene interdisciplinary task force for career education	1.2.1 PDE higher education and basic education staff Representatives from institutions of higher education Representatives of Professional Associations Representatives of local districts	1978-1982	1.2 Career education task force assignments completed
	1.2.2 Review needs and resources	1.2.2 same	1978-1979	
	1.2.3 Identify existing programs in state and nation	1.2.3 same	1978-1979	
1.3 Develop prototype pre-service program(s).	1.3.1 Identify needed teacher competencies	1.3.1 same	1979-1980	1.3 same
	1.3.2 Identify expected course content	1.3.2 same	1979-1980	
	1.3.3 Write and disseminate prototype	1.3.3 same	1980-1981	
1.4 Institute pre-service programs in career education	1.4.1 College/university faculty senate approval	1.4.1 Cooperating colleges/ universities	1980-1981	1.4 Career education inserted into pre-service sequence
	1.4.2 PDE approval	1.4.2 Division of Teacher Education Bureau of Teacher Certification	1980-1981	
	1.4.3 Insert into pre-service teacher education sequence	1.4.3 Teacher training institutions	1980-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL VIII: Each local school district will develop a broad range of community resources, both human and material, in the process of carrying through its career education program.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Identify all local community resources for career education, including resource persons, materials, agencies, organizations, field trip and work-study sites.	1.1.1 Establish community resources task force (sub-committee)	1.1.1 School district career education task force	1978-1980	1.1 Survey complete
	1.1.2 Orient community to career education needs	1.1.2 Community resources sub-committee, career education task force	1978-1980	
	1.1.3 Conduct community resources survey	1.1.3 Community resources sub-committee	1978-1980	
1.2 Develop and disseminate information about career education community resources.	1.2.1 Analyze and categorize resources information	1.2.1 Community resources sub-committee	1978-1980	1.2 Publication disseminated and revised yearly; fully used at all levels.
	1.2.2 Conduct research concerning regional, state and national resources	1.2.2 same	1978-1982	
	1.2.3 Construct and publish and maintain a guide to community resources	1.2.3 same	1978-1982	
	1.2.4 Disseminate guides to school personnel and resource persons	1.2.4 Career education task force	1978-1982	
	1.2.5 Use in all in-service activities	1.2.5 In-service Council	1978-1982	

GOAL VIII: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.2.6 Correlate with all career education activities	1.2.6 All staff	1978-1982	
	1.2.7 Establish district and regional coordination of resources	1.2.7 School administration, IU personnel, AVTS personnel	1978-1979	
	1.2.8 Identify single individual in district as resources coordinator	1.2.8 School administration	1978-1979	

PDE LONG RANGE PLAN - 1978-1984

GOAL IX: The Pennsylvania Department of Education shall develop a broad state level base for community response to career education needs at all levels.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Develop broad based support for career education.	1.1.1 Develop strategies for gaining support at state and local levels	1.1.1 PDE Career education staff	1977-1979	1.1 Broad community support and commitment obtained; statements, resolutions, active involvement by leadership at state, regional, local levels
	1.1.2 Establish and maintain contact with state leaders of educational, business, industry, labor and civic organizations	1.1.2 same	1977-1982	
	1.1.3 Conduct series of orientation seminars with target groups and obtain commitment to career education	1.1.3 same	1978-1982	
	1.1.4 Transmit knowledge of commitment to IUs and local districts through resources publications	1.1.4 same	1978-1982	
1.2 Develop procudures for coordinating career education resources	1.2.1 Develop coordination plan	1.2.1 same	1977-1979	1.2 Published guidelines; regional and local resources coordinated
	1.2.2 Involve state leaders in education, business, industry, labor and civic groups.	1.2.2 PDE staff, business, industry, labor, civic group leaders	1977-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL IX: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.2.3 Develop guidelines and criteria for regional and local use of community	1.2.3 PDE career education staff	1977-1979	
	1.2.4 Prepare media training package for inservice of local personnel	1.2.4 PDE Career education staff Division of Media/Technology	1977-1978	
	1.2.5 Continue to develop career education capacity of Library Examination Centers (5)	1.2.5 PDE Career education staff Division of Libraries/Media	1978-1980	

PDE LONG RANGE PLAN - 1978-1984

GOAL X: Each local school district shall make proper provision in its career education program for the needs of handicapped, economically and educationally disadvantaged, and gifted persons.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Identify pupils that qualify for inclusion in special programs and assess their needs.	1.1.1 Local districts and IUs evaluate existing programs for target groups	1.1.1 Special sub-committee to district task force	1978-1980	1.1 Pupils identified Pupil learner outcomes identified
	1.1.2 Extract needs data from existing surveys	1.1.2 same	1978-1980	
	1.1.3 Elicit community in-put	1.1.3 same	1978-1980	
1.2 Develop and initiate plan for target groups	1.2.1 Determine local priorities	1.2.1 same	1978-1980	1.2 Sub-plan completed and in action. Evaluation components to include pupil progress assessment.
	1.2.2 Identify school and community career education resources for target groups (including funds).	1.2.2 same	1978-1980	
	1.2.3 Write sub-component to district master career education plan	1.2.3 same	1978-1980	
	1.2.4 Initiate special courses and/or techniques for target populations	1.2.4 District administration Local task force District staff		

PDE LONG RANGE PLAN - 1978-1984

GOAL XI: The Pennsylvania Department of Education shall provide leadership, direction and assistance to local school districts in their efforts to provide career education activities for persons having special needs.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine extent and types of local needs related to special populations.	1.1.1 Analyze career education needs assessment and other data for information	1.1.1 PDE career education staff PDE task force IU #16 project staff	1977-1979	1.1 Local needs identified; pupil learner outcomes identified
	1.1.2 Solicit in-put from community and parent groups and various agencies relative to pupil needs and expected learner outcomes	1.1.2 PDE career education staff IU #16 project staff	1977-1979	
1.2 Develop PDE support capability to field	1.2.1 Orient PDE staff to target group career education needs	1.2.1 PDE career education staff	1977-1978	1.2 PDE support system in plan; Continuous evaluation of progress in field
	1.2.2 Evaluate PDE potential to render assistance to local districts	1.2.2 PDE career education staff and task force	1977-1978	
	1.2.3 Develop strategies and materials for PDE support	1.2.3 PDE career education staff Bureau of Curriculum Services Bureau of Special and Compensatory Education Bureau of Vocational Education Division of Guidance and Counseling Corrections Education Division of Media/Technology		
	1.2.4 Disseminate support information to local districts and IUs	1.2.4 same	1979-1980	
	1.2.5 Provide technical assistance to local districts and IUs	1.2.5 same	1979-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL XII: Local school districts shall take specific steps to insure the elimination of sex-role and racial stereotyping in all career education programs, materials and guidance and counseling activities.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Raise staff awareness level regarding sex/racial career stereotyping.	1.1.1 Orient local staff to problems related to sex/racial stereotyping in career planning through workshops and publications	1.1.1 District task force; District coordinator Administration	1978-1980	1.1 Staff prepared to move. Evaluate for attitude changes
1.2 Take steps to reduce and eliminate sex/racial stereotyping in classroom activities.	1.2.1 Research and identify criteria for classroom materials	1.2.1 Local task force	1978-1980	1.2 Sex/racial stereotyping measurably reduced. New materials replace old. New activities and practices
	1.2.2 Screen and evaluate existing instructional materials and practices	1.2.2 Local task force sub-committee	1978-1980	
	1.2.3 Select new materials according to established criteria	1.2.3 same	1978-1982	
	1.2.4 Develop and initiate new techniques and activities for classroom use that are sex/racial stereotype free	1.2.3 Local task force Local staff	1978-1982	

GOAL XII: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
1.3 Take steps to reduce and eliminate sex/racial stereotypic procedures, materials and strategies in guidance and counseling.	1.3.1 Research and identify criteria for strategies, materials, testing and counseling practices	1.3.1 Local guidance staff	1978-1980	1.3 Sex/racial stereotyping reduced and eliminated in counseling. Testing materials to standards Occupational information and career planning materials to standard.
	1.3.2 Screen and evaluate existing tests, materials, and practices	1.3.1 Local guidance staff	1978-1980	
	1.3.3 Select new tests and materials according to criteria	1.3.3 Local guidance staff	1978-1982	
	1.3.4 Develop and initiate new counseling practices which meet new standards	1.3.4 Local guidance staff	1978-1982	

PDE LONG RANGE PLAN - 1978-1984

GOAL XIII: The Pennsylvania Department of Education shall provide leadership, direction and assistance to local districts in their efforts to reduce sex-role and racial career stereotyping.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Develop PDE support capability to field regarding sex-role and racial stereogyping.	1.1.1 Orient PDE staff to problems related to sex-role-racial stereotyping	1.1.1 PDE career education staff PDE Bureau of Equal Educational Opportunity	1977-1979	1.1 Reports of local district progress Dissemination of materials and standards to districts
	1.1.2 Evaluate PDE potential to render assistance to local districts	1.1.2 same	1977-1979	
	1.1.3 Develop strategies, guidelines, and materials for PDE support	1.1.3 PDE career education staff PDE task force Division of Media/Technology Bureau of Equal Educational Opportunity	1977-1979	
	1.1.4 Disseminate support information to local districts	1.1.4 PDE career education staff	1977-1982	
	1.1.5 Provide technical assistance to local districts	1.1.5 same	1977-1982	

PDE SHORT RANGE PLAN - 1978-1979

GOAL II: The Pennsylvania Department of Education shall provide leadership, direction and assistance in support of local district implementation efforts.

Objectives	Activities	Resources	Dates	Evaluation
1.1 The department of education shall determine the career education needs of pupils and school districts in Pennsylvania	1.1.1 Review and analyze findings of spring needs assessment	1.1.1 PDE staff, consultants	July 1978-Sept. 1978	1.1 Analysis complete, needs established
	1.1.2 Draw additional data as needed	1.1.2 PDE staff, consultants		
	1.1.3 Analyze and compare with other state, local and national studies	1.1.3 PDE staff, consultants		
1.2 Appoint state level advisory council for career education.	1.2.1 Meet at least 4 times	1.2.1 Community leaders	July 1978-June 1979	1.2 Final report
	1.2.2 Review PDE activities and make recommendations			
1.3 PDE Career Education Task Force will assist in the implementation of career education.	1.3.1 Assist in coordination of PDE Bureau and Division activities related to career education	1.3.1 Selected PDE staff leaders and specialists	July 1978-June 1979	1.3 Evaluation report
	1.3.2 Review and make recommendations regarding Bureau and Division materials and activities			
	1.3.3 Review needs assessment data and make recommendations regarding PDE response			
	1.3.4 Evaluate PDE activities			

PDE SHORT RANGE PLAN - 1978-1979

GOAL II. (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
1.4 Develop state plan for the implementations of career education	1.4.1 Disseminate final state plan to all districts, IUs, higher education, and cooperating BIL	1.4.1 PDE career education staff	Sept. 1978	1.4.1 Plan disseminated
	1.4.2 Maintain review of plan	1.4.2 PDE career education staff PDE Task Force State Advisory Council	July 1978- June 1979	1,4.2 Plan amended as necessary
1.5 Provide local districts with sample career education learner outcomes and materials for instructional purposes	1.5.1 Prepare materials packages for special areas, (i.e., math, fine arts, guidance, etc.)	1.5.1 PDE Bureau and division staff	July 1978- Dec. 1978	1.5.1 Materials ready
	1.5.2 Disseminate materials	1.5.2 PDE staff, demonstrations centers, etc.	July 1978- June 1979	1.5.2 Materials disseminated
	1.5.3 Conduct special area workshops	1.5.3 PDE staff - instructional area specialists, guidance, library, media	Sept. 1978- June 1979	1.5.3 Workshops completed
1.6 Provide local districts with assistance in developing local plans and curricula.	1.6.1 Conduct 29 career education orientation/instructional workshops	1.6.1 PDE staff, consultants, IU personnel	Sept. 1978- March 1979	1.6.1 Workshops complete
	1.6.2 Provide consultation services	1.6.2 PDE staff, consultants, IU personnel, higher education	July 1978- June 1979	1.6.2 Report of TA activities
	1.6.3 Receipt and evaluation of local district preliminary career education implementation plan	1.6.3 Local districts personnel, PDE staff, consultants	Jan. 1979- June 1979	1.6.3 504 plans received and reviewed
	1.6.4 Work with IUs to establish base for in-service activities	1.6.4 PDE staff and IU personnel	Sept. 1978- June 1979	1.6.4 29 IUs with in-service plans

GOAL IV: (Continued)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.3 Conduct seminars, workshops, and consult as needed	1.3.3 PDE Guidance staff, consultants	July 1978-June 1979	1.3.3 Report of activities
	1.3.4 Evaluate TA activities	1.3.4 PDE Guidance staff, consultants	June 1979	1.3.4 Year end report
1.4 Provide accurate up-to-date localized (regional) occupational information	1.4.1 Maintain and expand Pennscript activities	1.4.1 PDE Guidance staff, consultants	July 1978-June 1979	1.4.1 9 revised decks and other materials
	1.4.2 Increase field support activities	1.4.2 PDE staff, Pennscript staff	July 1978-June 1979	1.4.2 6 workshops completed
	1.4.3 Support CETA/YEDPA programs	1.4.3 PDE staff, Pennscript staff and CETA personnel	July 1978-June 1979	1.4.3 Final report
1.5 Improve local district career materials selection process	1.5.1 Maintain and expand activities of Pennsylvania Career Guidance Demonstration Center and library examination centers	1.5.1 PDE staff, Demonstration Center staff, examination center staff, PDE Division of Libraries and Media	July 1978-June 1979	1.5.1 Report
	1.5.2 Participate in career education orientation workshops	1.5.2 PDE staff, Demonstration Center staff, examination center staff, PDE Division of Libraries and Media	Sept. 1978-March 1979	1.5.2 Workshops completed
	1.5.3 Host and advise local district curriculum selection committees	1.5.3 Demonstration and examination center personnel, PDE staff	July 1978-June 1979	1.5.3 Report
1.6 Provide leadership to districts in eliminating sex/racial career stereotyping	1.6.1 Develop orientation and criteria materials for use in career education workshops	1.6.1 PDE Guidance division, Division of Libraries and Media, Office for Equal Rights	July 1978-Dec. 1978	1.6.1 Criteria and materials ready

PDE SHORT RANGE PLAN - 1978-1979

GOAL IV: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.6.2 Disseminate criteria through workshops	1.6.2 PDE and demonstration center personnel	July 1978-June 1979	1.6.2 Report
	1.6.3 Convey through assistance in demonstration and examination centers	1.6.3 PDE and demonstration center personnel	July 1978-June 1979	1.6.3 Report

PDE SHORT RANGE PLAN - 1978-1979

GOAL VI: The Pennsylvania Department of Education shall provide leadership, direction and assistance in support of local staff-development efforts.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine extent and types of staff development needs state wide	1.1.1 Analyze survey and other data for staff development needs	1.1.1 PDE career education staff and Task Force	July 1978-Sept. 1978	1.1.1 Needs listed
	1.1.2 Develop strategies to meet identified needs	1.1.2 PDE career education staff and Task Force	July 1978-Sept. 1978	1.1.2 Strategies identified
	1.1.3 Obtain PDE staff commitment to career education staff development activities	1.1.3 PDE staff	Sept. 1978-Oct. 1978	1.1.3 Commitment received
1.2 Develop PDE in-service component for state plan	1.2.1 Identify PDE resources (human and material) for providing in-service support to districts	1.2.1 PDE Task Force State Advisory Council	July 1978-Oct. 1978	1.2.1 Resource list
	1.2.2 Rank in-service priorities and develop plan of action	1.2.2 PDE Task Force State Advisory Council PDE Career Education staff	July 1978-Oct. 1978	1.2.2 Completed plan
1.3 Provide long range in-service support for local districts and IUs	1.3.1 Contact IUs and establish base for coordinated activities	1.3.1 PDE Career education staff, PDE IU liaison staff	Sept. 1978-Dec. 1978	1.3.1 Commitments obtained
	1.3.2 Provide IU in-service councils with program criteria	1.3.2 PDE career education staff, PDE IU liaison staff and PDE In-service Council staff	Nov. 1978-Feb. 1979	1.3.2 Program criteria accepted
	1.3.3 Develop and disseminate basic in-service media package	1.3.3 PDE career education staff, task force, cooperating personnel, Division of Media and Technology	July 1978-June 1979	1.3.3 Package complete and disseminated

PDE SHORT RANGE PLAN - 1978-1979

GOAL VI: (Concluded)

Objectives	Activities	Resources	Dates	Evaluation
	1.3.4 Train selected IU staff and district staff in Executive Academy-type pattern in elements of career education	1.3.4 PDE career education staff cooperating bureau and devision staff, college and university staff, consultants, educational labs.	April 1979-June 1979	1.3.4 Cadre of trainers prepared
	1.3.5 Provide continuing technical assistance to local districts as needed	1.3.5 PDE career education and department staff	July 1978-June 1979	1.3.5 Report

PDE SHORT RANGE PLAN - 1978-1979

GOAL VII: Knowledge and understanding of career development education will become a part of the pre-service training of all prospective teachers.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Orient colleges and universities to career education needs	1.1.1 Continue inter-disciplinary seminars with representatives of colleges and universities	1.1.1 PDE career education staff, PDE higher education staff, college/university personnel	Jan. 1979-June 1979	1.1 Report
1.2 Determine higher education needs and potential for developing pre-service	1.2.1 Review existing literature relative to higher education pre-service programs	1.2.1 PDE staff and college/university personnel	Jan. 1979-June 1979	1.2 Report
	1.2.2 Identify exemplary programs in nation	1.2.2 PDE staff and college/university personnel		
	1.2.3 Develop preliminary list of teacher, counselor, administrator roles and competencies	1.2.3 PDE staff and college/university personnel		

PDE SHORT RANGE PLAN - 1978-1979

GOAL XIII: The Pennsylvania Department of Education shall provide leadership, direction and assistance to local districts in their efforts to reduce sex-role and racial career stereotyping.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Develop PDE support capability regarding sex-role and racial stereotyping.	1.1.1 Orient PDE staff to problem related to sex-role-racial stereotyping through seminar	1.1.1 PDE career education staff, PDE Bureau of Equal Education Opportunity	Oct. 1978	1.1.1 Seminar completed
	1.1.2 Evaluate PDE potential to render assistance to local districts	1.1.2 PDE career education staff, PDE Bureau of Equal Education Opportunity	Nov. 1978	1.1.2 Evaluation completed
	1.1.3 Develop strategies, guidelines and materials for PDE support activities	1.1.3 PDE career education staff, PDE Bureau of Equal Education Opportunity	Nov. 1978-Feb. 1979	1.1.3 Materials ready
	1.1.4 Disseminate materials to local districts	1.1.4 PDE career education staff, PDE Bureau of Equal Education Opportunity	May 1979-June 1979	1.1.4 Materials published and disseminated
	1.1.5 Provide TA to local districts	1.1.5 PDE career education staff, PDE Bureau of Equal Education Opportunity	July 1978-June 1979	1.1.5 Report

PDE SHORT RANGE PLAN 1978-1979

GOAL IX: The Pennsylvania Department of Education shall develop a broad state level base for community response to career education needs at all levels.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Obtain commitment of business, industry, labor and education to career education	1.1.1 Maintain contact with state leaders of buisness, industry, labor and education	1.1.1 PDE career education staff State Advisory Council	July 1978-June 1979	1.1.1 Report
	1.1.2 Identify prime-mover organizations	1.1.2 PDE career education staff State Advisory Council	Jan. 1979-June 1979	1.1.2 Categorized list
	1.1.3 Provide outside organizations with PR information for their use	1.1.3 PDE career education staff	Jan. 1979-June 1979	1.1.3 PR materials, report
1.2 Develop procedures for coordinating career education resources	1.2.1 Establish ad hoc committee in State Advisory Council to identify ways of coordinating state and local level resources	1.2.1 PDE staff, State Advisory Council, community	Oct. 1978-May 1979	1.2.1 Report
1.3 Provide local districts with materials related to development of community resources	1.3.1 Produce state-wide guide to community resources	1.3.1 PDE and local district staff, State Advisory Council	July 1978-June 1979	1.3.1 Completed guide
	1.3.2 Produce audio-visual package for in-service purposes related to development and use of community resources	1.3.2 PDE career education staff, PDE staff, Division of Media and Technology	July 1978-June 1979	1.3.2 Completed materials
	1.3.3 Orient IU and local specialists to community resources materials through workshops	1.3.3 PDE and IU staff	May 1979-June 1979	1.3.3 Completed workshops

PDE SHORT RANGE PLAN - 1978-1979

GOAL XI: The Department of Education shall provide leadership, direction and assistance to local school districts in their efforts to provide career education activities for persons having special needs.

Objectives	Activities	Resources	Dates	Evaluation
1.1 Determine extent and types of local needs related to special populations.	1.1.1 Analyze career education needs assessment and other survey data for information	1.1.1 PDE career education staff Bureau of Special and Compensatory Education staff	July 1978-Jan. 1979	1.1.1 List of identified needs
	1.1.2 Initiate ad hoc committee in State Advisory Council to elicit input from community parent groups and professional organizations	1.1.2 PDE career education staff, State Advisory Council	Oct. 1978-May 1979	1.1.2 Report
1.2 Develop PDE support capability to field	1.2.1 Through seminars, orient PDE staff to career education	1.2.1 PDE career education staff	July 1978-Sept. 1978	1.2.1 Report
	1.2.2 Obtain PDE commitment	1.2.2 PDE bureau and division administrators	Sept. 1978	1.2.2 Commitment received
	1.2.3 Develop strategies and materials for use in field	1.2.3 PDE career education staff, Bureau of Special and Compensatory Education, Division of Media and Technology	Oct. 1978-June 1979	1.2.3 Materials ready
	1.2.4 Disseminate materials through workshops	1.2.4 PDE staff	May 1979-June 1979	1.2.4 Workshops completed
	1.2.5 Provide on-going TA to IUs and local districts	1.2.5 PDE staff	July 1978-June 1979	1.2.5 Report

CHAPTER IV

CAREER EDUCATION AND RELATED AREAS

Effective full scale implementation of career education will require linkages with all other educational areas and interests. Since the central thrust of this plan requires the infusion of career development theory and activities into the curriculum it is important that existing relationships be identified.

I. EDUCATIONAL QUALITY ASSESSMENT GOALS (EQA)

Over a decade ago, the State Board of Education promulgated 10 goals for quality education in Pennsylvania. Over the ensuing years measurement instruments were devised to assess the status of pupils in local school districts with regard to these goals. Nearly every goal is in some way related directly to important elements of career education.

Using the six basic components found in the career development model presented in Chapter 3, and the ten EQA goals, Figure 2 illustrates these relationships. The short statements contained in each intersect box are intended only to be representative of the kinds of career education learner outcomes that might be related to each goal, and are not assumed to be all inclusive.

II. PROJECT 81

The primary purpose of Project 81 is to determine the "competencies (the ability to apply skills and knowledge to life problems) people need to be successful in adult living. It is anticipated that some of these competencies will become state requirements for high school graduation. Others may be required only by local school districts."

At this point in time these competencies are being generated by 12 model school districts and PDE staff. It is safe to assume that a fair number of these learner outcomes will be significantly related to career development. All bureaus

FIGURE 2
RELATIONSHIPS BETWEEN
EQA GOALS AND CAREER DEVELOPMENT COMPONENTS

EQA GOALS	CAREER DEVELOPMENT COMPONENTS					
	SELF UNDERSTANDING	EDUCATIONAL RELEVANCY	CAREER AWARENESS	DECISION-MAKING	ECONOMIC UNDERSTANDING	LEISURE SKILLS
1. Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.	Understand personal career interests and aspirations	Become aware of educational opportunities that will satisfy personal needs	Understand the personal characteristics needed in various occupations	Use knowledge about one's self in making decisions	Understand effects of economic change on human personality	Understand one's avocational interests
2. Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.	Understand one's attitudes toward others	Understand how one can learn to appreciate others	Develop tolerance and flexibility	Open career options and reduce career stereotyping	Understand our economic system and its relationship to structure of society and personal lifestyle	Be aware of how leisure activities can be used to develop greater understanding of other people
3. Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.	Understand one's strengths and weaknesses	Determine how educational needs will be met	Determine educational needs for a career	Make decisions on educational options	Understand how change in technology affects education	Develop avocational skills
4. Help every child acquire a positive attitude toward the learning process.	Understand the importance of wanting to learn	Understand the relationship between school and work	Acquire good work habits	Understand how attitudes affect decisions	Understand work values related to economic system	Understand transfer value of avocational skills

FIGURE
RELATIONSHIPS BETWEEN
EQA GOALS AND CAREER DEVELOPMENT COMPONENTS

EQA GOALS	CAREER DEVELOPMENT COMPONENTS					
	SELF UNDERSTANDING	EDUCATIONAL RELEVANCY	CAREER AWARENESS	DECISION-MAKING	ECONOMIC UNDERSTANDING	LEISURE SKILLS
5. Help every child acquire the habits and attitudes associated with responsible citizenship.	Understand one's societal attitudes and responsibilities	Acquire knowledge of the need for educated citizens	Awareness of how each person's work effort contributes to society	Awareness of community values in making decisions	Understand the balance necessary between individual and society	Understand how volunteer activities contribute to a better society
6. Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well being.	Understand one's physical limits as related to personal aspirations	Acquire awareness of how to develop and maintain good health habits	Understand the various physical conditions associated with various jobs	Use acceptance of one's physical attributes in making career decisions	Understanding the impact of health problems on the economic system	Use leisure-time activities to maintain good health
7. Give every child opportunity and encouragement to be creative in one or more fields of endeavor.	Understand the extent of one's talents	Become aware of resources for developing one's creativity	Develop awareness of careers demanding high degree of creativity	Use awareness of personal talents in making career decisions	Awareness of need for creativity in a dynamic economic system	Use of leisure as an outlet for creative urge
8. Help every child understand the opportunities open to him or her to prepare for a productive life and help each child take advantage of these opportunities.	Realize importance of understanding one's self in career planning	Use education as preparation for work	Acquire knowledge about vast array of occupations available	Develop sound career decision-making plan	Understand the interrelated nature of occupations within the economy	Use avocation as testing ground for career interests

FIGURE
RELATIONSHIPS BETWEEN
EQA GOALS AND CAREER DEVELOPMENT COMPONENTS

EQA GOALS	CAREER DEVELOPMENT COMPONENTS					
	SELF UNDERSTANDING	EDUCATIONAL RELEVANCY	CAREER AWARENESS	DECISION-MAKING	ECONOMIC UNDERSTANDING	LEISURE SKILLS
9. Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.	Use knowledge of other's accomplishments in understanding one's self	Use knowledge to expand vision of desired life-style	Use knowledge to expand understanding of career requirements	Use knowledge to aid in decision-making	Understand how achievements have contributed to economic growth	Use accomplishments as guides to own leisure activities
10. Help every child to prepare for a world of rapid change and unforseeable demand in which continuing education throughout adult life should be a normal expectation.	Develop coping behaviors consonant with one's personality	Awareness of adult education opportunities	Understand career ladders and how advancement in a job takes place	Develop life-long career plan	Understand how changing economic conditions affect work opportunities	Use of continuing education for avocational purposes

and divisions of the Department of Education are committed to the support of this project. Project 81 and Career Education staff members have met specifically to determine areas of mutual concern and how each can contribute to the efforts of the other.

III. OCCUPATIONAL EDUCATION TASK FORCE

The main interest of this Department of Education task force is to investigate the problems related to occupational exploration that occur at the middle/junior high school level. Recognizing the presence of industrial arts, home economics and business courses already in the curriculum, this group is charged with responsibility to make suggestions as to how these various offerings can be better articulated to increase the effectiveness of career exploration and career planning.

No other point in the educational scheme is as critical as the middle/junior high school years with regard to providing opportunities for exploration activities. Pupils at this age appear to be more amenable to "hands-on" experiences. However, it is recognized that there is a great need for school districts to approach this concern in a systematic well organized manner.

Recommendations for action and supporting materials that might be forthcoming from the task force will contribute significantly to strengthening this important area. The Career Education staff will maintain a cooperative position to the Occupational Education Task Force so that the results of their inquiry can realize the greatest benefit to local districts and pupils.

IV. GUIDANCE DIVISION ACTIVITIES

The Division of Guidance and Counseling maintains several important career education activities.

1. The Pennsylvania Guidance Service Center - a demonstration career resource center located in the Student Union Building at Harrisburg Area Community College. This center is essentially a career guidance/

career education materials examination center. The center provides services to teachers, counselors, administrators and others for the purpose of improving career materials selection. Visits can be arranged by calling (717) 236-9533.

2. Pennscript Occupational Information Service - a statewide microfilm system for disseminating up-to-date localized information concerning 300 occupations. An additional 125 occupations are reported for special education students. The service is used by public and private schools, community colleges and other agencies in over a thousand places.

3. PDE Guidance Division staff monitor an extensive number of vocational guidance projects and act as consultants to local school districts and area vocational schools. The division has been instrumental in increasing the number of elementary guidance programs and secondary school career resource centers throughout the state. A special "Counselor Awareness" program has provided extensive contact between local school counselors and area vocational schools. In addition to the Coordinator for Vocational Guidance, two other Guidance Division staff members have been assigned responsibilities in the area of career/vocational guidance and career education. Guidance Division staff will hold primary responsibility for developing counselor role and responsibilities statements relative to career education for use in future state guidelines. Resources of the State Advisory Committee for Guidance and Counseling, as well as state professional organizations will be used.

4. Vocational Education State Plan

   Career education staff assisted in the formulation of relevant sections of the Vocational Education Long Range Plan 1978-82. A number of career development and career guidance concepts are included in this plan.

Goal IV: 2.3 - Encourage and assist school districts to initiate coordinated planning between middle, junior high and senior high schools and AVTS curricula with an emphasis on career development.

Goal V: 1 - Assist in preparation and dissemination of detailed information on occupations so that students have the opportunity to be cognizant of occupational/educational requirements prior to making a career choice.

2 - Faster expansion of pre-vocational/vocational guidance and counseling services in middle and junior high schools to acquaint students with the diversity of career options available.

3 - Support pre-vocational programs and career exploration activities designed to broaden student awareness of careers.

4 - In conjunction with the Bureau of Employment Security, promote development and expansion of job placement services.

Career education and vocational education departmental staff will continue to work cooperatively to help insure realization of the five goals presented above.

5. Post-secondary and Adult Education

The intent of this plan is to implement career education K-12th grades. However, it is recognized that career development is a life-long process. This requires linkages be established with post-secondary and adult education personnel. An articulated life-span career development sequence is a necessity.

A first step in this direction has been to move the Guidance Service Center to a community college counseling center, thus creating an opportunity for expanding career counseling concepts. During the next two years, cooperative activities will be intensified to forge the envisioned comprehensive program.

VI SPECIAL EDUCATION

Within the context of this plan, special programs for the handicapped, disadvantaged and gifted are specifically called for. Through the mechanism of the PDE Career Education Task Force, liaison with the Bureau of Special and Compensatory Education will be developed and maintained. The Division of Career Education will support and give assistance to the staff of this bureau in their efforts to meet the career development needs of each special population.

CHAPTER V

EVALUATION

Evaluation of career education programs will be a responsibility of the Pennsylvania Department of Education and each local school district. The school district will maintain an ongoing assessment of all aspects of the local program while PDE will monitor career education activities statewide. Generalized evaluative criteria for each objective in this plan are included in Goal Charts found in Chapter III.

I. PDE EVALUATION PROCEDURES

The Department of Education will periodically assess the career education needs of local school districts, their pupils and communities. This survey will first provide a data base-line against which future progress and achievement can be measured. Formative data will be developed as school district projects and activities are monitored.

Pupil achievement in career development attitudes, career knowledge and other aspects of career education will be measured. Also, school district accomplishment with regard to program and curriculum development will be estimated through the use of ongoing survey techniques. This assessment will include the elements listed below for local district evaluations activities.

Procedures will be established for monitoring PDE internal activities related to career education. Information so derived will be used by the State Advisory Council for Career Education to make recommendations for operational changes and for PDE administrative officers to act upon.

II. LOCAL DISTRICT PROCEDURES

The local school district will retain primary responsibility for detailed monitoring and evaluating of its career education program. In the

development of its implementation plan, the district will determine how the following elements will be evaluated:

A. Programmatic (Curriculum)

1. Achievement of student competencies
2. Acquisition of basic skills, career development attitudes, occupational/career knowledge, specialized vocational skills, employment/education readiness.

B. Operational elements

1. Curriculum infusion (development)
2. Staff-development
3. Staff assignment
4. Career guidance, counseling and placement services
5. Efficient and effective use of facilities and equipment
6. Efficient and effective use of community resources
7. Provision of programs for special populations (handicapped, disadvantaged, gifted, etc.)
8. Activities related to sex-role stereotyping/racial bias
9. Needs assessment and evaluation

III. INSTRUMENTATION AND PROCEDURES

A. Needs Assessment

The base-line needs assessment will be taken upon all 504 local school districts. Succeeding surveys will use a stratified random sample of districts based on size, geographic location, and type, (i.e., rural, urban, etc.) Assessment instruments developed by PDE will be used. Data retrieved will be tabulated and subjected to correlation and other appropriate analysis for the purpose of determining the status of career education programs throughout the Commonwealth.

B. Program and Pupil Evaluation Measures

Estimates of pupil growth and progress in career development/career education competencies and objectives will be obtained through the use of specially constructed measurement instruments and/or available commercial products. A stratified random sample as described above will be used. The same sample group will be evaluated each year to determine growth trends. Appropriate analysis techniques will be applied.

In addition, information on pupil trends will be elicited from Educational Quality Assessment results. EQA data will be analyzed to determine between-goal relationships. These data will be compared with other state-wide findings for the purpose of developing more effective teaching and counseling strategies and staff development activities.

CHAPTER VI

STATE DEPARTMENT ADMINISTRATION

Administrative responsibility for Career Education is assigned to the Bureau of Instructional Support Services, Mr. John Christopher, Director. Among the divisions within this bureau is that of Guidance and Counseling. The Division of Career Education will be headed by a coordinator and will include PDE staff having appropriate experience and background in career development, guidance and counseling, and curriculum development.

The Bureau of Equal Education Opportunity has been established at the Department level to assist all internal units with concerns related to equal education/employment opportunities and problems related to sex/racial stereotyping and bias. The Division of Career Education shall work cooperatively with Bureau of Equal Education Opportunity.

The Division of Career Education will maintain a collaborative relationship with all other departmental bureaus and divisions as needed to insure that effective support will be provided local districts in their implementation efforts. A collaborative relationship will obtain between Career Education and Project 81 staff.

The Director of the Bureau of Instructional Support Services will report directly to the Commissioner for Basic Education on all matters pertaining to career education.

PDE Career Education Task Force

A departmental task force for career education will assist in developing and maintaining inter-bureau communication and liaison. This group will also act as an internal review panel on career education.

State Advisory Council for Career Education

The Pennsylvania State Advisory Council for Career Education will provide advice, assistance, and guidance in the development of the Commonwealth's plan for career education. The Council will also review and certify this plan to the Department of Education.

State Advisory Council

Dr. Michael Ciavarella Director Educational Development Center Shippensburg State College Shippensburg, PA 17257	Higher Education Counselor Education
Dr. James Bolden Special Assistant to the President for Academic Affairs Temple University Philadelphia, PA 19122	Higher Education
Mr. Francis P. Bonner Special Assistant to the Secretary of Labor and Industry 1700 Labor and Industry Building Harrisburg, PA 17120	Labor and Industry
Sister Barbara Brairton Villa Maria Academy 2403 West Lake Road Erie, PA 16505	State Agencies School Counselors
Mr. James Buente Education Committee Executive PA Chamber of Commerce 222 North Third Street Harrisburg, PA 17011	Non-Public Schools Business-Industry
Mrs. Joan J. Buzzalino Department 20, Office Products Division IBM 20th Floor 3 Penn Center Philadelphia, PA 19102	Business - Industry
Mr. Warren Davis Director of Management and Operations CETA Program Municipal Building Scranton, PA 18503	Local Government

State Advisory Council (Cont'd.)

Mr. Robert Fluehr Retail Clerks Assoc., Local 1357 2837 Knorr Street Philadelphia, PA 19149	CETA Labor
Mr. Ross Frazier Assistant Director Career Planning and Development School District of Philadelphia Division of Career Education 734 Schuylkill Avenue Philadelphia, PA 19146	Career Education
Mr. Joseph Gorka Secretary-Treasurer United Mine Workers of America 244 West Broad Street Hazleton, PA 18201	Labor
Dr. Sidney Jaffe Executive Director Commonwealth of PA State Advisory Council on Vocational Education Suite 410 City Towers 301 Chestnut Street Harrisburg, PA 17101	Vocational Education
Mr. Casey Kimbrough Student 3664 Fairwood Street Pittsburgh, PA 15206	Student
Mr. Clyde McGeary Chief, Division of General Education PA Department of Education Box 911 Harrisburg, PA 17126	General Curriculum
Mrs. Gladys B. McNairy Member, State Board of Education 745 Bryn Mawr Road Pittsburgh, PA 15219	State Board of Education
Mr. Mervin Mace President, Local 2572 Communication Workers of America Box 50 Berrysburg, PA 17005	Labor

State Advisory Council (Cont'd.)

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Ms. Marjorie T. Minetti Combined Parents Legislative Action Committee, Inc. 39th Floor 600 Grant Street Pittsburgh, PA 15219	Parents/Handicapped
Mr. Alex T. Powell, Jr. Department of Education United Steelworkers of America AFL-CIO-CLC 522 Firethorn Drive Monroeville, PA 15146	Labor
Mr. W. J. Reusch Manager, Management and Development and Manpower Planning Bethlehem Steel Corporation Bethleham, PA 18016	Business-Industry
Honorable James Romanelli Member of the Senate 1901 East Casin Street Pittsburgh, PA 15203	State Legislature
Miss Mary Jane Shimsky Student 1028 Maple Street Scranton, PA 18505	Student
Dr. Theodore L. Soistmann, Jr. Superintendent Derry Township School District Homestead Road Hershey, PA 17033	School Administrators
Mr. Robert Stanley Treasurer PA Parent-Teachers Association 112 Nissley Drive Middletown, PA 17057	Parents

State Advisory Council (Cont'd.)

Mr. John Stayt, Secretary PA Manufacturers Association Chestnut East Building 841 Chestnut Street Philadelphia, PA 19107	Business-Industry
Mrs. Olga Torres Northwest Junior High School 19th and Marion Street Reading, PA 19604	Teachers/Bilingual
Dr. T. Dean Witmer Chief Vocational Program Development Division PA Department of Education Box 911 Harrisburg, PA 17126	Vocational Education
Mr. John Christopher State Director PA Career Education Box 911 Harrisburg, PA 17126	PA Department of Education
Dr. John Meerbach State Coordinator PA Career Education PA Department of Education Box 911 Harrisburg, PA 17126	PA Department of Education

Dissemination

A. Program

The Pennsylvania Department of Education will use all available means to communicate information about career education concepts and exemplary programs. A major component of this process will be the Pennsylvania Diffusion Network.

Research and Information Services for Education (RISE) is the formal network arm. Located at 198 Allendale Road, King of Prussia, PA 19406, this unit provides research searches for educators and maintains a direct working relationship with all intermediate units.

Staff of the Division of Educational Communications, Technology and Media will be instrumental in producing various public relations media-oriented materials. The Office of Information and Publications will provide assistance in disseminating news about career education activities throughout the state.

Professional agency and organization newsletters and other similar publications will also be used to disseminate knowledge about career education in Pennsylvania.

B. The State Plan

The Preliminary State Plan for Career Education will be disseminated to all local school districts, intermediate units, appropriate governmental agencies, institutions of higher education, business, industry, labor and civic organizations. A series of six public hearings will be conducted and comment received.

Following revision of the Preliminary Plan, the Final Plan will be sent to all necessary and interested agencies and organizations. In addition to wide spread sharing of both plans within PDE, each plan will be forwarded to the United States Office of Education and other state departments of education.